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ABSTRACT

A study of the effectiveness of various support systems of program models in Follow-Through schools examines those characteristics of a support system that strengthen or weaken the program's potential for success. Exploration of the nature of support system variables in a sample of schools is accomplished through group interview techniques for data-gathering. Researchers create a procedure for diagnosing some of the problems with regard to the manner in which these variables are managed and identify or create a set of training activities and designs which have potential value in strengthening support systems in Follow Through programs. These training ideas are organized into a resource manual for further field testing by the participating schools. (Author/SHM)

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AN EXAMINATION OF SUPPORT SYSTEMS IN SELECTED FOLLOW-THROUGH SCHOOLS

Robert S. Fox

Assisted by
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Grant No. OEG-0-9-526610-4632 (100)
Project No. 03669

This project was supported by a grant from the Follow-Through Program, The Office of Education, U. S. Department of Health, Education, and Welfare.

March, 1971
NTL Institute for Applied Behavioral Science
1201 16th Street, N. W., Washington, D. C.

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AN EXAMINATION OF SUPPORT SYSTEMS IN SELECTED FOLLOW-THROUGH SCHOOLS

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CHAPTER I

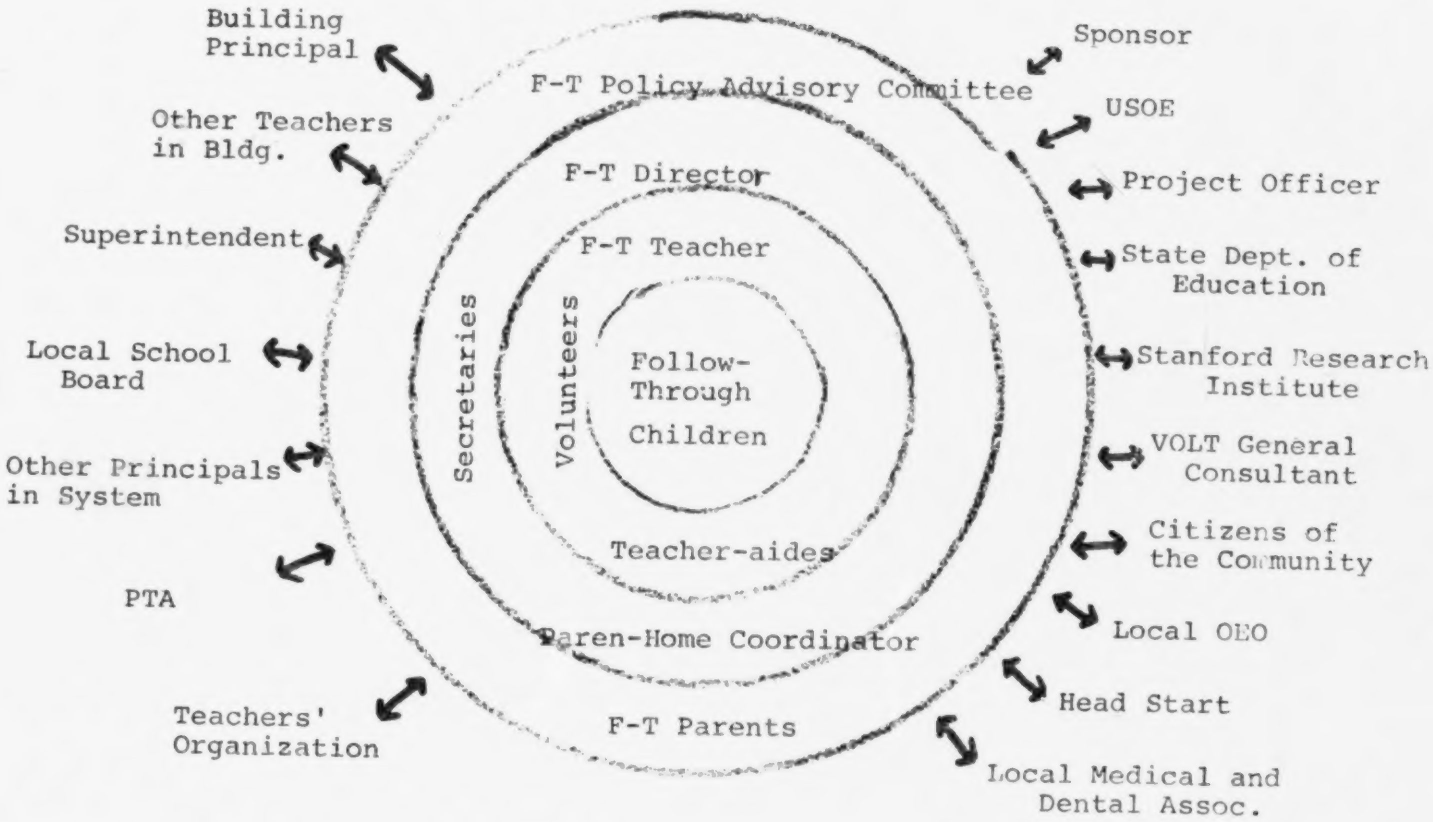
OVERVIEW

Some thirty program models have been developed under Project Follow-Through for helping children in kindergarten or the early elementary school who were previously enrolled in Head Start or similar programs to continue developing to their full potential. In the development and implementation of these programs, emphasis has been placed on securing extensive involvement of low-income parents, other agencies concerned with the programs for low-income groups, and the teachers and other staff members of schools in which these model programs are functioning. If these programs are to develop self-renewing continuity and to be productively absorbed into school and community systems, there must be appropriate involvement and participation of several parts of the school community.

The purpose of the 1969-70 support system study, under the auspices of the NTL Institute, was to examine those characteristics of a support system that strengthen or weaken the program's potential for success. While a variety of elements of the potential support system can be identified (Figure 1 suggests some of these inter-relating role groups involved in the support system), it is probably more accurate to assume that these elements fit together

Figure 1

FOLLOW-THROUGH SUPPORT SYSTEM



into a number of support systems. For example, a Follow-Through teacher may view her support system as including the Follow-Through Project Director, other Follow-Through teachers in the same building, the sponsor's representative and her building principal. The kinds of support she is looking for may include inservice training in elements of the sponsor's model, psychological support from her administrator, help in obtaining necessary instructional materials from her project director, and some kind of recognition from her teacher colleagues for being involved in a professionally worthwhile program. The superintendent, on the other hand, may view the support system quite differently. He may be thinking of financial support of the Follow-Through contract by the Office of Education, continuing approval and financial support from the local Board of Education, minimizing complaints from parents, and gaining the recognition of his professional colleagues around the country for being involved in a nation-wide innovative program. The study includes then the views which various role groups have of the support system and the part they play in its workings. The support system has direct implications for:

a) current effectiveness of the program

b) continuation of the project

c) possible impact of the project on other parts of the school system (diffusion of ideas and techniques)

Goals of the 1969-70 Study

The initial goals established to study the effectiveness of the various support systems in Follow-Through schools included the following:

(1) To identify resistances to support of the innovative Follow-Through programs which develop within various parts of the school system.

(2) To identify the elements in a support system which contribute to the success of the experimental program and to its subsequent acceptance as part of the continuing school program.

(3) To identify the kinds of policies and processes school systems need to develop to make Follow-Through programs effective.

(4) To identify necessary conditions for implementing Follow-Through models in other school systems.

(5) To identify and make available types of training designs or procedures that might prove helpful in developing adequate support systems in Follow-Through schools.

(6) To identify the need for reduced but continuing financial help and professional consultation.

In the attempt to include a representative sample of sites in the study, the following criteria were established for site selection:

(1) representative samples according to the part of the country, rural-urban locale, size of the school system, incidence of poverty, and ethnic make-up of the community

(2) sites with varying degrees of success in implementing support systems within their institution

(3) a variety of educational theories used, i.e. sponsor models and parent implemented programs

(4) projects in various stages of development with varying stages of community involvement.

Using these criteria, ten schools, eight of which were involved in implementing four different models of Follow-Through programs and two of which were parent-implemented programs working without sponsors, were selected (Table 1).

The group interview technique was chosen as the vehicle for data-gathering. In an effort to gain a comprehensive view of the particular support system, it was suggested that several groups be composed of a range of people within roles (e.g. teachers, parents, administrators), and that one group be a cross-role group (e.g. an administrator, teacher, parent, sponsor, community leader). The interviews were to include a series of individual written responses, group discussions, and joint or shared tasks.

The interview schedule was designed to gather information in the following categories:

(1) Perceptions of the various role groups regarding the historical development of the project in the local district

(2) Extent of understanding by various role groups of the Follow-Through program

TABLE I
SCHOOLS INCLUDED IN PILOT STUDY

	School	Location	Sponsor	NTL Interviewer
1.	Junior Five	Trenton, N.J.	Behavior Analysis (Bushell, U. of Kansas)	Robert Chasnoff
2.	Cadwalader	Trenton, N.J.	Behavior Analysis	Robert Chasnoff
3.	Jonesboro (East & West)	Jonesboro, Arkansas	Florida Ed. Research and Dev. Council (Gordon, U. of Florida)	Duane Thomas
4.	Jefferson	Yakima, Washington	Florida Ed. Research and Dev. Council	Berkley Spencer
5.	Morton	Newark, N.J.	Early Childhood Educ. (Henderson, U. of Arizona)	Robert Chasnoff
6.	Several Schools	Ft. Worth, Texas	Early Childhood Educ.	Lee Van Horn
7.	Fulton	Philadelphia, Pa.	Educ. Dev. Center (Armington, Newton, Mass.)	Elmer Van Egmond
8.	Laurel	Laurel, Delaware	Educ. Dev. Center	Ralph Duke
9.	Harrison	Philadelphia, Pa.	Self-Implemented	Elmer Van Egmond
10.	Washington	Greeley, Colo.	Parent-Implemented	Berkley Spencer

(3) Information concerning perceptions of the support system as it exists presently

(4) Questions related to perceptions of the future potential of the project.

Significant comments from the interview, as well as insights, reactions, and recommendations from the report of the interviewer and his associate, were placed on cards and then sorted according to similarity of issue, problem, or response. Six problem areas emerged from this data analysis. Summaries were prepared for each project, selecting relevant data from the various instruments, pertinent quotes and observations, and in some cases comparative data with other schools, utilizing the six problem areas as headings.

With the help of a Technical Advisory Committee, and consultants from the NTL Institute, these summary reports and problem statements were studied with a view toward creating a set of training exercises and designs useful in helping the local project deal with the problems and move toward a more effective support system. These training ideas were organized into a resource manual for further field testing by the participants in a second year follow-up project under NTL Institute's continuing direction.

CHAPTER II

PROJECT ADMINISTRATION

Project Initiation

The idea for a pilot project to examine aspects of the support system in Follow-Through schools came initially from Ronald Lippitt and Richard Snyder, in conversations during the Spring of 1969. During June, a project proposal was written by Robert Fox and Dr. Lippitt, and reviewed by a task force at Bethal, Maine, composed of selected members of the NTL staff along with Dr. Snyder and Frieda Denenmark of the U. S. Office of Education. The proposal was approved and funded by the U. S. Office of Education late in July, 1969.

Project Support

Financial support for the project came from Project Follow-Through, U. S. Office of Education in the form of a grant (Grant No. OEG-0-9-526610-4632(100) for $71,895, for the period July 1, 1969 to June 30, 1970. Late in the Spring of 1970 a supplementary grant of $25,213 was approved to permit the design and conduct of feedback sessions to the local schools and Sponsors which had been involved in the study. The grant period was extended to December 31, 1971.

Staff

Robert S. Fox, Professor of Education, University of Michigan, was designated as Project Director. During the period September 1 through December 31, 1969, he served on a 4 day per month basis. January 1 through May 31, 1970, he was one-third time.

Assisting Dr. Fox, serving as Field Coordinator for the project, was Miss Carol Sheffer, Assistant Director of the University School at the University of Michigan, and formerly Consultant with the Michigan State Department of Education. Miss Sheffer was one-half time, September 1 through May 30, 1970. Mrs. Judy Kaplan was Research Assistant and Secretary (one-fourth time).

This modest staff, headquartered at the University of Michigan, was assisted with "on-call" services by Howard Lamb, Project Administrator in the NTL Institute office in Washington; and by Ronald Lippitt, Professor of Psychology and Sociology at the University of Michigan.

As schools were selected to become involved in the project, members of the NTL Institute network of associates who were geographically adjacent to the site and who were experienced in working in school settings as well as with other types of organizations, were contracted with to be responsible for the data collection on each site. These "adjunct staff" members were:

Robert Chasnoff
Berkley Spencer
Elmer Van Egmond
Lee Van Horn
Dwayne Thomas
Ralph Duke

Each was employed for a total of 6 days each for the site(s) assigned to them, including a day for their own orientation and training, a day for making initial arrangements with the school district and the local Follow-Through program leadership, two days for conducting the interviews, and two days for write-up of the report. Dr. Chasnoff served as consultant for 3 sites; Drs. Spencer and Van Egmond for 2; the remainder for one each.

Miss Frieda Denenmark served as Project Officer in the U. S. Office of Education, Project Follow-Through.

The Technical Advisory Committee

In order to gain specialized help in the design of the project, the selection of sites, the procedures for data collection, and in the drawing of implications for training, as well as to secure outside perspective, a Technical Advisory Committee was formed. The TAC involved the following membership:

Dr. Robert Chin, Boston University (an NTL Associate)

Dr. Elmer Van Egmond, Lesley College, Boston (an NTL Associate)

Dr. Kenneth Haskins, Harvard University (formerly Principal of Morgan Community School in Washington, D. C., and advisor to Project Follow-Through)

Dr. Miriam Zellner, Social Science Research Council, N. Y. C.

Dr. Milton Goldburg, Philadelphia Public Schools (representing administration of local Follow-Through project school systems)

Dr. Stanley Crockett, Stanford Research Institute, Menlo Park, California

Dr. Charles Comack, University of Arizona (representing Sponsors)

Dr. Dave Armington, Educational Development Center, Newton, Mass. (representing Sponsors)

Mrs. Shirley Byrd, PAC Chairman, St. Louis area (representing local project parents)

Mr. David Spencer, New York City (representing parent implemented Follow-Through projects)

Dr. Ronald Lippitt, University of Michigan (NTL Fellow and consultant to the project)

Dr. Richard Snyder, U. S. Office of Education, Project Follow-Through

Miss Frieda Denenmark, U. S. Office of Education, Project Follow-Through

Dr. Howard Lamb, NTL Institute (Project Coordinator with NTL)

Miss Carol Sheffer, University of Michigan (Field Coordinator)

Dr. Robert Fox, University of Michigan (Project Director)

Three meetings of the Technical Advisory Committee were held. The first meeting was in Washington, D. C. at the Office of Education on November 10, 1969. The primary purposes of the session were: (a) to review the progress of project development; (b) to review the plan and materials for data collection designed by the project staff, and suggest ways of improving them; and (c) to make recommendations regarding the selection of schools for the study.

Major ideas and suggestions that resulted from this meeting included the following:

(1) The concept of "support system" needs to be broad enough to include a series of support systems as seen from the different perspectives of the various role groups within the total program.

(2) The proposed data gathering activities seemed to address very well such areas as "goals," "start-up," and "influence;" but treated more indirectly the areas of "communication," "resource use," and "dissemination." (The design and instrumentation were modified as a result.)

(3) The question was raised, "Who is this project trying to help?"--the U. S. Office of Education?, the sponsors?, the schools?". A request had been made from one of the sponsors that any data that was gathered in "their" schools be validated by that sponsor before it was released for any one else's examination. It was recommended by the TAC, since data not reported or shared would be helpful to no one, that the project proceed in accordance with the best rules of scientific inquiry.

(4) Regarding site selection, it was suggested that sites should be representative of the following dimensions:

a) large and small

b) successful with sponsor model implementation, and not so successful

c) different sponsor models should be represented, as well as one or more of the parent implemented programs

d) various parts of the country should be included

e) projects in various stages of development with varying stages of community involvement

(5) A first round of data collection was suggested, using a set of 3 or 4 schools from different sponsors, as a means of testing the data-collection scheme. Appropriate revisions could be made, then, before proceeding to the second set of sites in the Spring.

The second meeting of the Technical Advisory Committee was held on March 2, 1970, in the Office of Education in Washington, D. C. Robert Chasnoff, NTL Consultant for the Trenton, New Jersey site, was present to share with the committee his experiences with the instruments and procedures for data gathering. The primary purposes of this second meeting were: (a) to appraise the committee of the progress of the study, (b) to entertain committee recommendations on improvement and/or revision of data gathering materials and instruments, (c) to review collected data, and (d) to obtain recommendations on second round sites.

A number of helpful suggestions and recommendations were made:

(1) It was suggested that the "What Would You Say?" task was stated in such a way as to encourage responses only on the curricular aspects of the Follow-Through program, and not on the non-educational aspects. A revision of the statement was recommended. The revised statement now reads as follows:

> Suppose you are involved in a discussion of Follow-Through. What might you be saying about what it is? How do you think you might describe it? What can it do for children? How is the Follow-Through classroom different from other classrooms? Jot down your main points here.

(2) Dr. Chasnoff reported that the interaction form was not providing sufficient opportunity to record content data from the discussion. He recommended a recording form that would provide more flexibility.

(3) Dr. Chasnoff also pointed out that it would probably be more appropriate to use the Group Process recording forms at two or three different stages during the session rather than to summarize on one form at the end.

(4) It was suggested that since both Dr. Chasnoff and Dr. Berkley Spencer, the NTL Consultant for the Greeley, Colorado, project found the sessions to take more time than had been scheduled that wherever possible consolidation of questions be attempted. In response to this suggestion the "Open-Ended Questions" task was consolidated.

(5) It was suggested that the "Fantasy" task might not be stated clearly enough to elicit "fantasy" reaction from the respondents. The following revision was the result of this suggestion:

> Assume that there are no obstacles to the growth and development of Follow-Through. Describe the things you see going on one year from now that make you pleased with the program as it has developed.

(6) It was reported that "writing" was not a problem for the parents, as had been anticipated. Teachers, however, tired of writing and wrote more briefly than other groups.

(7) The staff was urged to request a supplemental grant to conduct a series of data verification and feedback sessions--one with each school system. These sessions should be more than just sharing of information. They could be a first step in a subsequent series of training sessions which the local school might conduct to deal with support system problems which the data point up. As a minimum, it would be desirable to make available to the participating schools a one-day session during which the participants might begin to confront the data and lay some plans for subsequent actions.

(8) Dr. Snyder cautioned that in some schools the purposes of the project may not include concern with developing support systems. They may not wish to give the

impression that other parts of the system might be given an opportunity to become involved in this experimental project.

It was reported to the TAC that data collection and analysis was continuing on schedule, and that if a supplemental grant was approved it was hoped that data validation and feedback sessions could be held with sponsors and school districts during late May and early June.

The third, and final meeting of the Technical Advisory Committee was held July 21-23, 1970, in the NEA Building, Washington, D. C. The major agenda items were: (a) orientation to the data, (b) discussion of the implications and support system issues revealed in the data, and (c) the derivation of a compendium of training activities and designs that might be helpful in addressing the problems.

The NTL interviewers, Robert Chasnoff, Berkley Spencer, Elmer Van Egmond, Lee Van Horn, and Dwayne Thomas, plus Dorothy Mial of the NTL Washington staff, were added to the TAC for this meeting. The entire TAC was involved with the first two agenda items, covering a day and one-half. Project staff members and the NTL consultants continued for another one and one-half days to translate the implications drawn from the data into training activities and designs.

The ideas resulting from this session, expanded by "homework" assumed by each participant for further documenting many of the tentative suggestions which evolved from the group discussion and sub-group work sessions, were organized into Chapter III of the Resource Manual which is included with this report in the Appendix.

In general, the Technical Advisory Committee proved to be a very valuable and productive design. Its major contributions were:

(1) It served as an invaluable means for keeping various persons and groups who were centrally concerned, informed and involved in helping to set the direction of the project. (E.g.,the U. S. Office of Education Follow-Through staff, the NTL Institute Washington staff, Stanford Research Institute, and the Social Science Research Council). This was especially needed, since the project was administered from Ann Arbor, Michigan.

(2) The sponsors' representatives, Policy Advisory Committee members, and others intimately related to various aspects of the Follow-Through program were able to provide insights and substantive suggestions that were most helpful in making the project relevant to the particular needs of the Follow-Through project.

(3) It provided a means of bringing an expertise to bear, at critical points of the project, on essential tasks--the relevance of the initial design to the unique characteristics of Project Follow-Through, the selection of sites, and the derivation of possible training activities and designs for future use in strengthening support systems in these or similar Follow-Through schools.

Site Selection

The initial project proposal envisioned a set of ten to twelve sites, in which there would be two from each of several different kinds of sponsors. Recommendations from the Office of Education, and subsequent conversations with sponsors' representatives at the Follow-Through Planning Conference at Palo Alto, California, July 30 to August 2, 1969, resulted in agreements to use schools from the Behavioral Analysis Model (Dr. Don Bushell, University of Kansas), the Tuscan Early Education Model (Dr. Ron Henderson, University of Arizona), the Education Development Center Model (Dr. Dave Armington, EDC, Newton, Massachusetts), and the Parent Education Model (Dr. Ira Gordon, University of Florida).

Factors which the Technical Advisory Committee suggested be considered in choosing sites are illustrated in Table 2 While it was agreed that not all these factors could be represented, as broad a coverage as possible was envisioned.

The next step was to interview each of the sponsors, gaining from them at least two nominations, one school which demonstrated success in implementing the sponsor's model and in which considerable attention has been paid to involving other parts of the system, and one school in which there has been only modest success or poor results in implementing the sponsor's model and in which little attention has been paid to involving other parts of the system in support of the program.

TABLE 2

FACTORS INVOLVED IN SITE SELECTION

1. Extent of success	High success in implementing the model.	Only modest success or poor results in implementing the sponsor's model.
2. Degree of congruence	High congruence between sponsor's model and the school system's existing operation and values.	Low congruence between sponsor's model and the school system's existing operation and values.
3. Emphasis on support system	Considerable attention paid by the school system to involving other parts of the system so that further development and diffusion of Follow-Through innovations are enhanced.	Little attention paid by the school system involving other parts of the system so that further development and diffusion of Follow-Through innovations are enhanced.
4. Initiation of the project	Project is initiated by a sponsor	Project is self-initiated by the school district, or is parent-implemented.
5. Location of the school	Urban	Suburban or small community
6. Size of school system	Large school system.	Small school system.

Eventually, the following sites were selected:

School	Location	Model
First round of data collection		
1. Washington School	Greeley, Colorado	Parent implemented
2. Cadwalader School	Trenton, N. J.	Behavioral Analysis
3. Laurel School	Laurel, ~~N.~~ Del.	Educ. Dev. Center
Second round of data collection		
4. Morton School	Newark, N. J.	Tuscan Early Educ.
5. Junior Five School	Trenton, N.J.	Behavioral Analysis
6. Harrison School	Philadelphia, Pa.	Parent implemented
7. Fulton School	Philadelphia, Pa.	Educ. Dev. Center
8. Jonesboro East & West	Jonesboro, Ark.	Parent Educ.
9. Yakima Schools	Yakima, Washington	Parent Educ.
10. Carroll Peak School	Ft. Worth, Texas	Tuscan Early Educ.

Log of Project Activities

The project, funded for a one-year period, actually was extended to approximately a year and one-half since approval of the supplementary grant to provide feedback sessions came too late in the 1969-70 school year to make it possible to hold them before school dismissed for the summer. The project period, therefore, extended from July, 1969, through March, 1971.

The following log indicates, roughly, the sequence of activities throughout the course of the project:

June, 1969	Proposal developed
July 10-11, 1969	Review and further development of project proposal at Behel, Me. (Dr. Snyder, Miss Denenmark, Dr. Lippitt, Dr. Lamb)
July 14, 1969	Discussions with Dr. Riecken, Social Science Research Council.
July 30-August 2, 1069	Meeting in Palo Alto (Follow-Through Planning Conference), Dr. Lamb with sponsors.
Sept. 22, 1969	Planning session, USOE (Fox, Sheffer, Lippitt, Snyder, Denenmark, Burns, Haskins, Crockett).
November 10, 1969	First meeting of Technical Advisory Committee.
Jan. and Feb., 1970	Data collection sessions in Greeley, Trenton, and Laurel.
March 2, 1970	Second Technical Advisory Committee meeting.
March, April, May, 1970	Data collection sessions in Newark, Trenton, Philadelphia, Jonesboro, Yakima, and Ft. Worth.
May and June, 1970	Initial data processing
June 12, 1970	Initial feedback session, Greeley, Colorado.
July 21-23, 1970	Third Technical Advisory Committee meeting.

August and Sept., 1970	Compilation of training activities and designs for use in helping school districts work on support system problems. Publication of *Resource Manual for Strengthening Support Systems in Follow-Through Schools* for use by the continuing NTL Follow-Through project.
Oct. and Nov., 1970	Further data analysis and preparation of feedback packages.
Dec., 1970 through March, 1971	Data verification and utilization sessions held with sponsors and with the remaining school systems.
March 31, 1971	Final report submitted.

CHAPTER III

DATA GATHERING

One objective for this pilot project was to explore the feasibility of gathering diagnostic data about the support system with minimal investment of time and energy on the part of the various persons and groups involved in the program, and in a manner that could be seen by the participants as a worthwhile and valid first step in a problem-solving process (in contrast to being seen as "being used" for the benefit of an outside research program).

A first step in devising a data-collection procedure, then, was to conceptualize the kinds of data needed to contribute to such a problem-solving process.

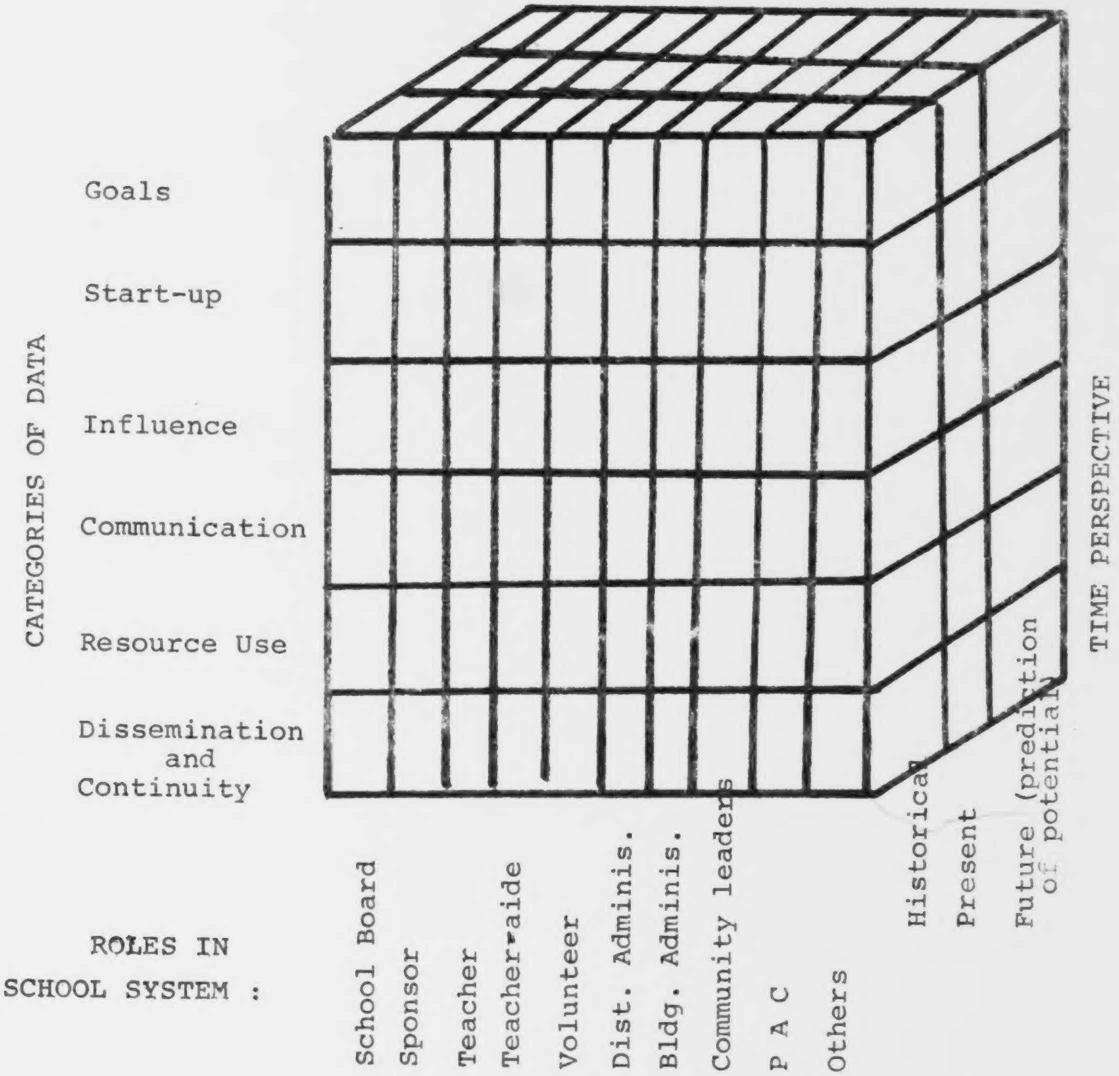
The Cube

The design for data collection grew out of a paradigm (Figure 2) which classified significant information according to various role-group perceptions, along an historical, present and future time dimension. While it did not seem feasible to gather data in each of the cells of the cube, the model did serve as a framework for the development of interview and data-gathering activities.

Using the cube, a set of objectives for the interviews was devised as follows:

Figure 2

MODEL FOR GATHERING OF DATA REGARDING
SUPPORT SYSTEM VARIABLES
IN SELECTED FOLLOW-THROUGH SCHOOLS



(1) To find out from different role groups what their conception of what is appropriate and necessary support for themselves if they are to function effectively within the Follow-Through program.

(2) To discover how various role groups perceive the objectives for support held by others (i.e. Is there congruence or incompatibility?).

(3) To identify those areas in which the person feels frustrated or blocked in relation to achieving his objectives.

(4) To assess the information a person has about Follow-Through and its potentialities.

(5) To discover perceptions held by various informants about past decisions and future development regarding the Follow-Through program.

The Interview

Interviews were handled by the NTL consultant and an associate who was drawn from the local community and oriented prior to the meetings. The associate's role was somewhat dependent on his previous experience and competence. Associates variously served as on-site facilitator, observers and note-takers, and discussion leaders. The NTL interviewer-consultant for each school was chosen from among persons within the network of associates who in addition to the usual experience in supporting processes of settings, had experience with school systems. A one-day orientation session was held with each interviewer prior to his involvement with the particular Follow-Through school. The agenda for these sessions included the following items:

Agenda for NTL Consultants' Orientation Session

1. Background
    a. Orientation to Follow-Through
    b. Review of Sponsor's model (see reprint)
    c. Review of project application for the school
    d. Design of this project
2. Responsibilities of NTL Consultant
    a. Initial contacts with school district
    b. Selection and orientation/training of associate
    c. Groundwork for interviews
    d. On-site interviews
    e. Recording data
    f. Summary report
3. The data collection model
    a. The cube
    b. Interview design; the forms and instruments
    c. Recording
    d. Reporting
4. Initial contact with school system
    a. Telephone the local Project Director; get nominations for associate interviewer
    b. Visit system to lay groundwork (1 day)
        -Interview Project Director
        -Get nominations (from Project Director and other relevant sources) for personnel for each group of interviews.
        -Set up procedures for selection and notification of interview groups

-Set dates and arrange for time and place

-Contact other relevant people as time permits and as it seems appropriate (e.g., the PAC and/or the PAC Chairman, Supt., Bldg. Principal, etc.)

5. Orientation/Training of on-site associate
    a. Orientation to project purposes and design
    b. Clarification of role
    c. Decisions about interim groundwork needed
6. Conduct interviews (2 days)
7. Record data
    a. In-process recording
    b. Tape recording
    c. Post-meeting reaction from interview team
8. Summary report (2 days)
    a. Utilize data categories from the cube

The contract with the NTL interviewer-consultant was for six days of his time, to be distributed approximately as follows:

1 day -	Orientation and planning with NTL project staff
1 day -	Initial contacts with the school system / Selection, orientation and training of the associate interviewer / Making of arrangements for the interview sessions
2 days-	Conducting data-gathering interview sessions
2 days-	Preparation and write-up of interviewer's report

The NTL consultant, working with the Project Director, decided upon the various persons to be invited to each of the interview sessions, using the following suggestions concerning the composition of the groups:

Parent Group:

Active Follow-Through parent
PAC member
Parent of non-Follow-Through child
Representative of the PTA
Volunteer parent-aide in Follow-Through classes
Parent-Home coordinator
Inactive Follow-Through parent
Parent from eligible poverty group but having only older children ineligible for Follow-Through

Administrator Group:

Superintendent of schools
Federal Projects Administrator
Follow-Through Project Director
Follow-Through school principal
Elementary Curriculum coordinator
Principals from non-Follow-Through schools

Teacher Group:

- Representative of local teachers' organization
- Follow-Through teachers (2)
- Other primary teacher from same bldg.
- Other primary teachers (2) from non-Follow-Through bldg. who need not know about Follow-Through
- Upper grade teacher from Follow-Through building
- Ancillary staff member from Follow-Through bldg.

Advisors-Consultants-School Community Leaders:

- Sponsor's Representative
- Chairman of Parent Advisory Committee
- State Department of Education representative
- General Consultant
- USOE Project Officer
- Representative of local poverty program
- Representative of the Welfare Council
- Representative of local medical or dental association
- Other school-community leader

Vertical Group:

- Superintendent or Associate Superintendent
- Follow-Through Project Director
- Principal of Follow-Through school
- Follow-Through teacher
- Follow-Through teacher-aide
- Sponsor's representative
- Member of the PAC
- Non-Follow-Through parent

These group compositions were recommended in an effort to secure representative data from various levels of the hierarchical strucuture of the school system as well as from parents and community leaders related to or affected by the Follow-Through program.

Interview Activities

The sequence of activities for each of the groups included individual written responses as well as some shared tasks involving the following areas:

(1) an exercise in which each person indicated his view of the goals of the Follow-Through project

(2) an instrument dealing with the perception of the amount of influence various persons or role groups are seen to have, and the amount of influence they should have, on decisions about the project

(3) open-ended questions around the initiation of the project, model choice, etc.

(4) a "fantasy" in which participants describe their view of what the program should be like a year hence, and what would be needed to move it in that direction

(5) a joint recommendation task in which group members made a priority listing of improvements needed in the Follow-Through program in their district.

In addition to the above activities, the administrator group developed a force-field analysis of supportive and resistive forces to Follow-Through, and a priority listing of special projects in their district (i.e. Where does Follow-Through rank among the special projects in this district?).

Materials were given each group member in the form of a two-pocket folder. As an individual participant finished each task, he placed the material in the opposite pocket. At the conclusion of the session the completed folders were given back to the interviewer with the respondent's name tag, which listed his role (e.g. "non-Follow-Through parent") pasted on the cover. Tape recordings of the sessions were taken as a means of supplementing the interviewer's notes and gleaning significant statements to support the interviewer's findings. Tasks involving group discussion (e.g. the recommendations for improving Follow-Through, priority listings, etc.) were recorded on newsprint for use by the interviewer in his final report.

Each NTL interviewer and his associate were asked to keep records of group process during the sessions, as well as the content of the discussions. Forms were provided for recording pre and post-meeting interaction, sociometric interaction, a rating of the extent of information demonstrated by each participant about Follow-Through, a general group recording form, and a log of important topics or issues discussed.

Interview sessions with each group took two to two and one-half hours. Following the entire set of interviews, the interviewer and associate compared notes and the interviewer wrote up his own summary of factors and forces affecting the support system within the school.

Although the interviewers' reports varied somewhat in form, a general pattern seemed to emerge. Using the cube as a model, interviewers organized data around the six categories of data (i.e. Goals, Start-up, Influence, Communication, Resource Use, Dissemination and Continuity) in terms of the historical, present, and future time perspective. Background information about the school system and community make-up, school personnel, project selection, and early development of the project were included in most of the reports. A significant part of the interviewer data included a section in which he discussed the support system problems he felt existed and a variety of recommendations for dealing with these areas.

The data-gathering process in one of the sites--the Laurel, ~~New Hampshire~~ Delaware, school district--was not successfully completed. Due to a mis-understanding on the part of the interviewer the data obtained from Laurel were not adequately recorded, and could not, therefore, be utilized either for the purposes of this project nor by the school system.

CHAPTER IV

PROBLEM AREAS IDENTIFIED

The Six Problem Areas

The process of data analysis began immediately upon receipt of the interview materials. Statements about the various support system factors were excerpted from participants' interview forms, one statement per card. Similar cards were made for the interviewer's reports, the newsprint and tapes, and from data from other sources.

The cards were then sorted into clusters around similar issues. Six problem areas, representative of the ten schools studied, began to emerge. Relevant quotes, interviewer's reactions, and comparative and illustrative charts were developed under each of the following six generic categories:

(1) The need for increased parent involvement

(2) The need for improved in-staff communication and influence procedures

(3) The need for better communication with others in the school system and the larger community

(4) Concern for the role of the "outsider"--the sponsor's representative, the USOE, the general consultant, etc.

(5) The need for further personal and professional growth

(6) The need for clarification of the role of Follow-Through within the total program of elementary education in the school

To illustrate in more detail the nature of the data which document each of these problem areas, information obtained from the Follow-Through program in Yakima, Washington, is briefly described below.*

The Need for Increased Parent Involvement

Data relating to parent involvement in the Follow-Through project in Yakima were classified under three questions:

(1) To what degree has there been parent participation and involvement?

(2) Has parent involvement been a positve and/or beneficial aspect of Follow-Through?

(3) How could parent involvement be improved?

The respondents wholeheartedly viewed parent involvement as a key feature of their program, and felt that greater participation of parents in the program was a goal toward which they were working.

In describing the role of parents in the Yakima Follow-Through project, respondents commented that:

> "Follow-Through has been instrumental in bringing together the home and the school."

> "The project involves parents in the educational process and affords them the opportunity to become actively involved with all facets of the child's life."

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*For another example, there may be found in the Appendix of this report the data for Ft. Worth, Texas, organized for purposes of feedback around the six problem areas.

> "Parents are more aware of what the child does in school and therefore, feel they are more involved in their children's education."
>
> "Parents feel a part of the school now--even in higher grades--it's contagious."

Parents, teachers, and teacher aides repeatedly mentioned the use of home visits as a means of insuring and increasing parent participation in the classroom and the program. The visits by parents and aides affected the relationship between parents and the teaching staff. Commenting about this, one teacher said, "Last year I didn't have personal contact--this year my parents are my friends." In addition to the contributions which parents were making to the classroom, further benefits for the child, school, and community were seen in the fact that many parents had been prompted to return to school themselves.

The interviewer saw the extent of parent involvement evidenced in two specific ways. First of all, there was a very active group of parent volunteers who quite regularly took part in the classroom. Secondly, the interviewer mentioned the positive regard which parents held for teachers and vice versa. The interviewer commented that, "Parents, teachers, and children seem to be friends engaged in a mutual learning experience and not separate elements occupying opposing role positions."

The interviewer, who was knowledgeable about another Follow-Through school with a different model, was also able to offer some comparative information about the varying positions of the Parent Advisory Committee in the two schools. The PAC in Yakima appeared much less active as a decision-making body and this insight by the interviewer was supported by the respondents' data. While the PAC was judged to have a considerable amount of influence by the respondents, it was seldom mentioned in the discussions surrounding the positive influence of parents in the program.

The influence data presented some interesting insight into the way in which Follow-Through parents, volunteer parents, and Follow-Through teacher aides are viewed by members of the project staff. Respondents were asked to rate the amount of influence they felt each of the three groups have presently in the decision-making aspect of the program. A five-point scale (1-no influence, 2-a little, 3-some, 4-considerable, and 5-a great deal) was used for documenting their responses. In addition, each respondent was to draw an arrow to the number representing the amount of influence he felt each group should have in decision-making policy.

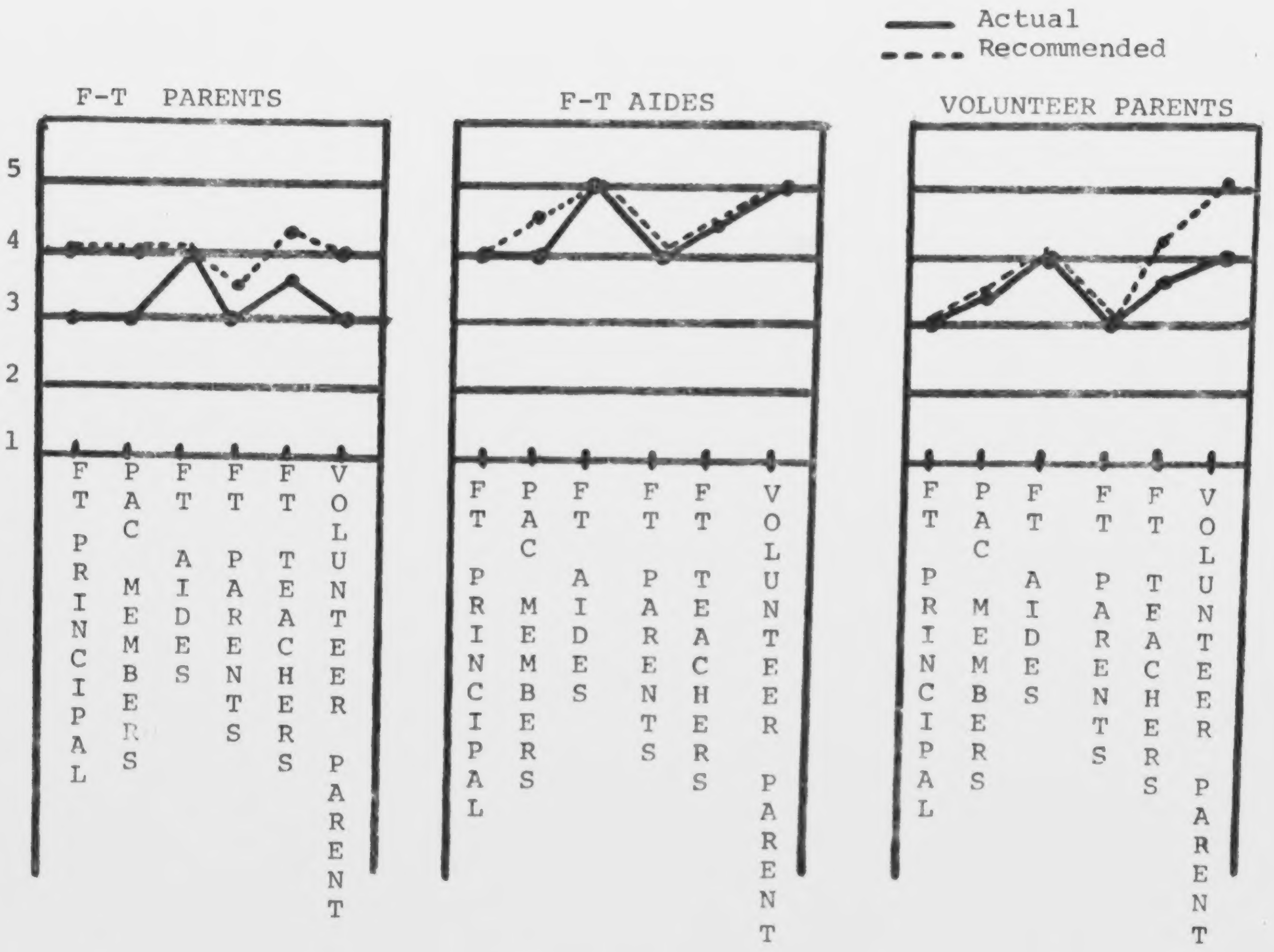
Follow-Through aides were seen as having the greatest amount of influence among the three groups. Respondents generally felt the teacher aides exerted a considerable amount of influence in the program, and that this amount was either suitable or should be further increased. Follow-Through parents and volunteer parents were judged as exercising "some" to a "considerable" amount of influence, and in most cases, respondents felt it should be increased. (See Figure 3 : "Individuals and Groups View the Extent of Parent Influence.")

In-Staff Communication and Influence

There was much positive feedback concerning communication and influence relationships among the staff. Communication among staff members, from administrators to teacher aides, appears to be more successful in the Yakima Follow-Through project than in some of the other Follow-Through sites. The interviewer, as well as many respondents, felt this was in part due to the fact that the same person is functioning in the dual role of project director and curriculum coordinator. There is a great deal of awareness of Follow-Through throughout the district and many teachers in the non-Follow-Through grades have started to experiment with educational principles embodied in the program. It is also interesting to note that several teachers have asked to be transferred into the program at the earliest opportunity. The interviewer noted in his report that while Follow-Through has been the model, "it seemed that teachers and administrators were not talking in terms of a specific program....but in terms of the educational principles which are employed in that program" (i.e., early childhood education, parent-centered learning, community involvement in education, non-graded classes, awareness stimuli, etc.), and that these

Figure 3

INDIVIDUALS AND GROUPS VIEW THE EXTENT OF PARENT INFLUENCE



were "being tried by other teachers quite independently of the program."

The influence data show that the project director, Follow-Through teachers, Follow-Through principal, and curriculum director are presently exerting a considerable amount of influence in the program. Respondents felt the amount of influence was appropriate or should be increased. (See Figure 4 , "Rank Order of Influence a Person or Group Has.")

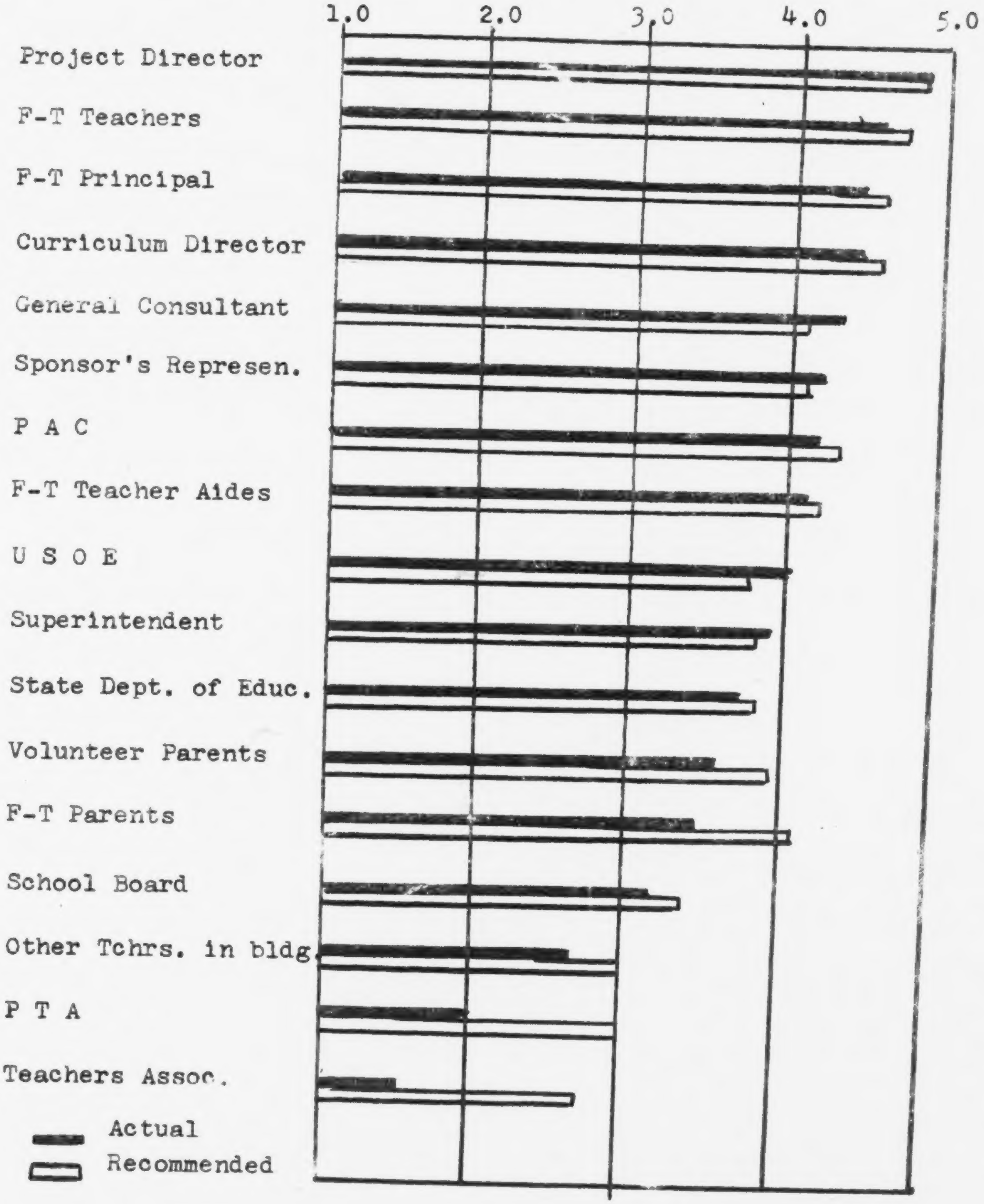
The data also indicate that respondents felt that the influence of the PAC, teacher aides, volunteer parents, and Follow-Through parents should be increased.

Communication with and Involvement of Others

The fact that communication is a priority in Yakima is seen also in the extent of rapport which the Follow-Through staff has with school and community people not directly associated with the program. Outside support is viewed as serving two significant functions: (1) increased involvement of people in the program and (2) increased support, financial and otherwise, for the goals of the program. An innovative strategy which has met with much success in Yakima is the involvement of high school and college students, many of which were potential drop-outs, in craft activities and classroom volunteer programs. The enthusiasm that many of these youngsters have for the program has lead to their returning to school to finish

Figure 4

RANK ORDER BY LEVEL OF INFLUENCE
A PERSON OR GROUP HAS



their own education. The enthusiasm of the teachers was evidenced in their desire to involve even more high-school and college students in classroom activities.

However, the respondents expressed need for even more effort in reaching out to others outside the staff. While the influence data reveal that non-Follow-Through teachers exert more influence in Yakima than they do in many other Follow-Through projects, it was felt that the PTA and Teachers' Association should exert much more influence than they do presently. (See Figure 5 : "Influence of Other Teachers, the PTA, and the Teachers' Association.")

Specific suggestions for improving communication included the following:

(1) Provide for observation by teachers outside the project

(2) Provide open workshops for all teachers

(3) Push for involvement of more fathers in the program

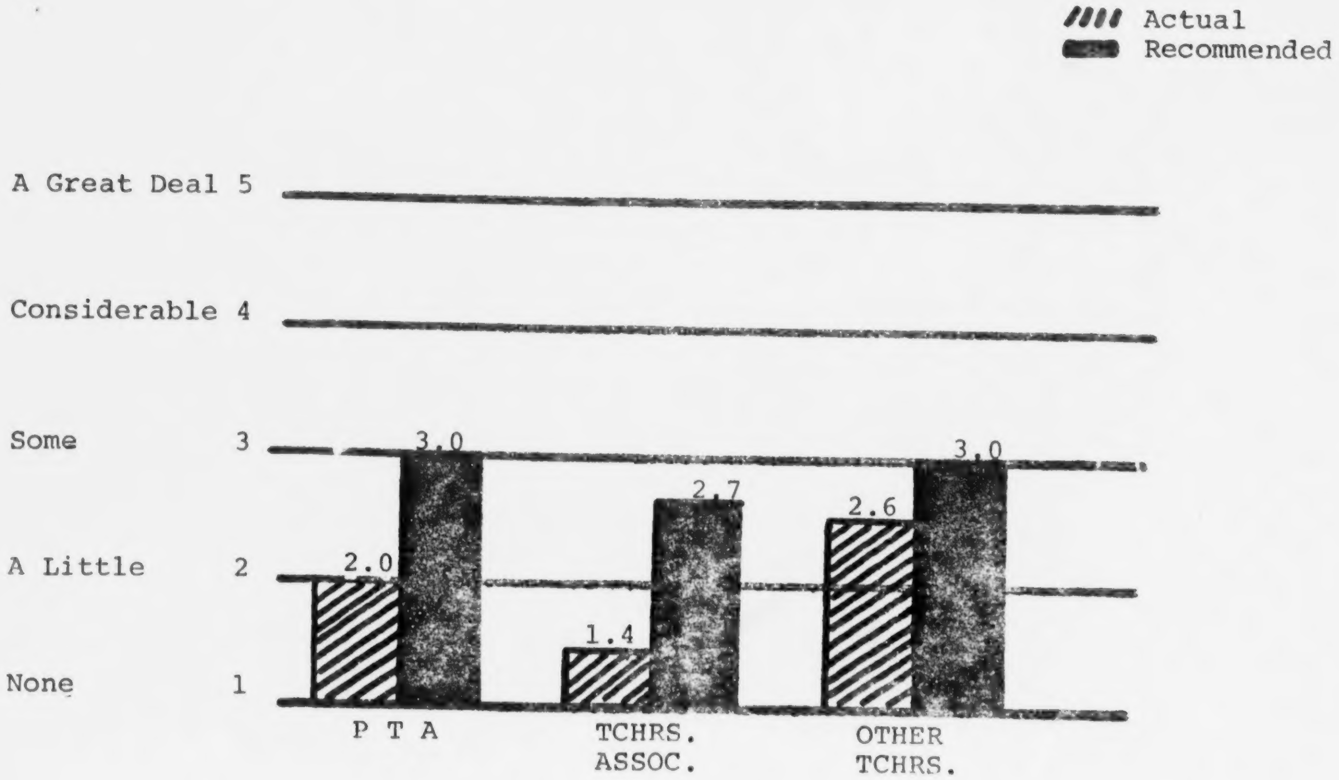
(4) Increase the publicity about Follow-Through to the community.

The Role of "Outsiders"

Data concerning the role of outsiders (USOE, general consultant, sponsor, and State Department of Education) show that the sponsor's representative, the USOE, and the general consultant are seen by the respondents as exercising more than the desired amount of influence. However, they are judged to have "considerable" to "a great deal" of influence at present, and a minimal reduction in influence

Figure 5

INFLUENCE OF OTHER TEACHERS, THE PTA, AND TEACHERS' ASSOCIATION



is desired. On the other hand, the respondents felt that the influence of the State Department of Education should be increased slightly. (See Figure 6 : "Whose Influence Should be Changed.")

The Need for Personal and Professional Growth

Respondents cited specific needs for growth on the part of various role groups in the Follow-Through program.

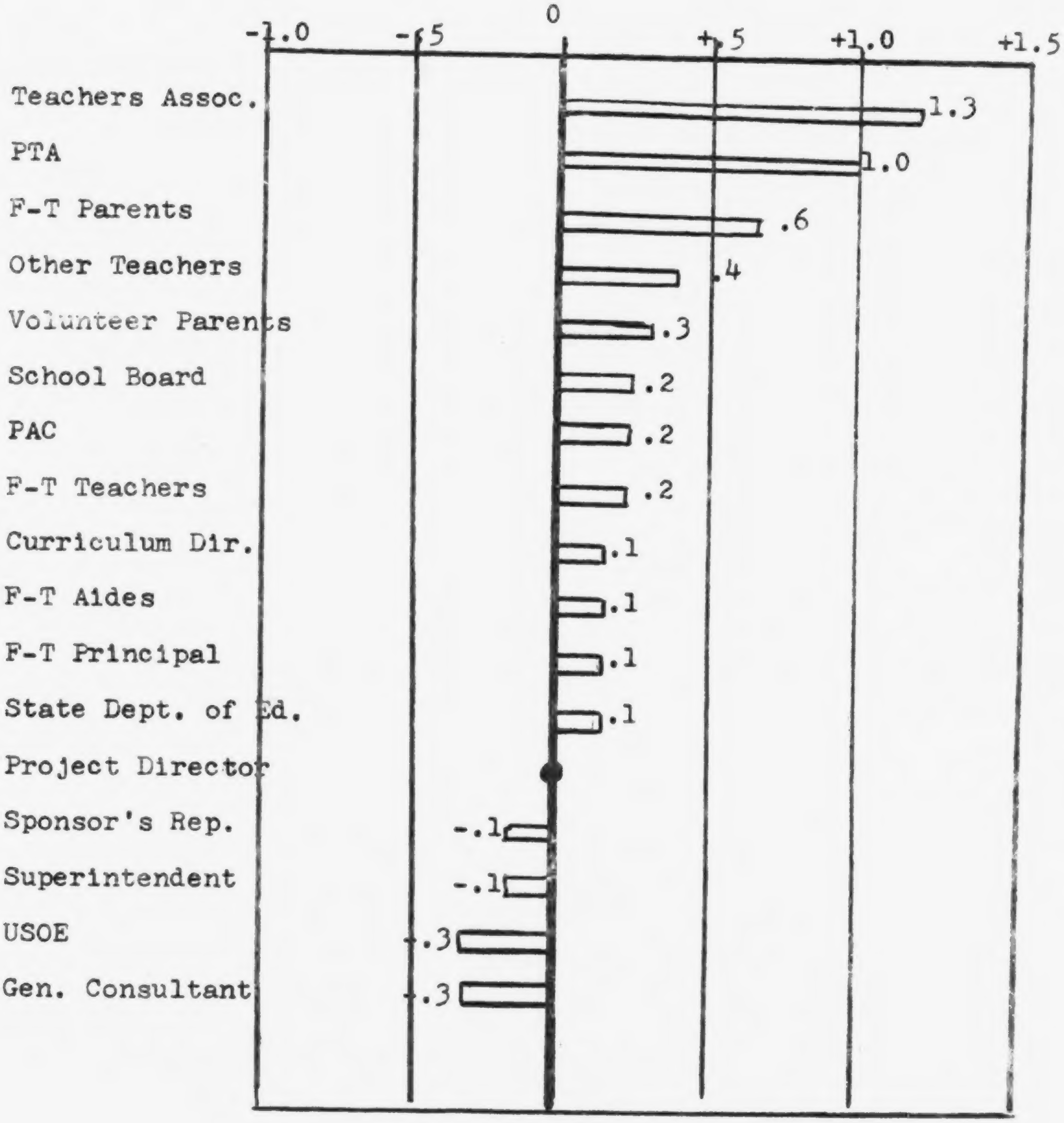
For example, the staff appeared committed to positive parent-teacher relationships and stressed the need for "more understanding between the two groups," "more togetherness," and "more support for parents from teachers."

Another perceived need was for greater understanding of the program on the part of all concerned, and a greater sense of commitment to the principles embodied in the program.

Workshops for parents, all teachers, and aides were suggested most often as a means of attaining growth goals. It was felt that these workshops could be used for developing and/or improving group dynamics skills for parents and staff members, for teacher and teacher aide planning, for media-materials explanation and to further familiarize members with the on-going nature of the project. A suggestion which received priority in the joint recommendation task called for "workshops and classes for anyone, focusing on early child education techniques and implementation of other experimental-involvement techniques."

Figure 6

WHOSE INFLUENCE SHOULD BE INCREASED?



The Role of Follow-Through in Elementary Education in the District

To understand how the informants perceived the role of Follow-Through in Yakima, the following questions were asked:

(1) What are some of the services and features we think are important in Follow-Through?

(2) If funds were cut, would Follow-Through services and other aspects of the program continue?

(3) Would most people involved in Follow-Through stand by and watch it, and all it encompasses, fade away due to lack of federal funds?

(4) If elements of the Follow-Through program are to continue to play an important role in the community education system of our district, how can we support the system?

The wide range of responses to the first question indicated that various services and features of the Follow-Through program were highlighted by different people. The low frequencies for any one feature may indicate a lack of information or clarity on the part of many about what are the important dimensions of the program. The feature of the Yakima Follow-Through program most often stated by respondents was the involvement of parents in their child's education. Other descriptive characteristics mentioned often included: the medical and nutritional services, the individual attention given children, and the active use of parents as a bridge between the home and the school.

(See Table 3: "Features of Follow-Through We Think Are Important.")

The administrator group identified twenty-two different special projects with which the Yakima school district was involved. When they placed these projects in rank-order in accord with their judgment regarding the importance of the project to the improvement of education in Yakima, Project Follow-Through emerged near the top of the list, second, following only the Title I program.

The data received from participants, as well as the impressions of the interviewer, suggest that financial subsidization is crucial if the program is to continue at its present level. While respondents are quick to emphasize the fact that the "life-blood" of the program (the involvement of parents and the change in the educational perspective) would not disappear, financial reverses would significantly alter important aspects of the program for elementary children.

The community, its involvement and subsequent support for the goals of the program, is considered the key to the continuation and growth of the program. Suggestions repeatedly call for the further implementation of community involvement.

In line with this goal, the interviewer suggested that it would be beneficial to get more detailed information about a conservative block of the community that is believed to be opposed to government-sponsored projects. Since there has been no overt action taken by the group, the interviewer suggested that information be gathered to assess the degree of support or opposition which might be expected from this portion of the community.

TABLE 3

FEATURES OF FOLLOW-THROUGH WE THINK ARE IMPORTANT

Feature	Number of Persons Who Mentioned it
Groups Served -	
Sustain benefits of Head Start	6
For low income families and their children	9
For children who are not at the same level of maturity and understanding as peers	1
Physical Organization -	
Adult-pupil ratio reduced (smaller classes, teacher aides, floating teachers, etc.)	9
More time in the classroom for child, extended school day, extension of kindergarten	2
More equipment and materials available	2
School serves as coordinator of community resources for each F-T pupil and his family	3
Model for what all elementary education should be	2
Schoolroom Climate -	
More individual attention	10
Help child develop his academic potential so he can compete	2
Give child positive view of self, help him establish his identity; overcome shyness	6
Teaching of Spanish	0
Enrich school program	6
Master basic reading skills	3
Overcome language barrier	1
Provide background information and concepts	4
Provide emotional help to child	1
Active learning, examining, and seeking; more field trips	4
Help child relax	1
Help child get along with other children	6
Concern for all factors which affect a child and his learning	3

Other Services -	
Medical, dental and other health services	10
Nutrition - lunches	10
Psychological services	3
Social work services	3
Parent Involvement -	
Parents more involved in their child's education (e.g. classroom observers, participants, aides; role in decision-making	13
Bridge a gap between home and school	11

Comparative Data from Ten Study Sites

A comparison of data from the ten study sites reveals seven issues consistently emerge as major concerns. Some schools have dealt more successfully with these issues than have others. It would appear that efforts for strengthening the support systems, through training materials and/or workshops, should concentrate on these significant areas.

The Role of the PAC

Every Follow-Through project must have a Policy Advisory Committee (PAC) of which at least fifty percent of the members must be elected from among low-income parents of children in Follow-Through classes. The remaining members are drawn from agencies, community groups, and individuals who have a concern for disadvantaged children.

In the attempt to keep the PAC an autonomous, decision-making body, the Follow-Through coordinator and other professional and nonprofessional project staff are non-voting members, serving primarily as consultants. Provisions are made for funds to be available to the PAC to support its activities.

At a minimum, it is expected that the PAC will:

(1) Represent the interests and concerns of the parents, professional organizations, and public agencies.

(2) Actively participate in the development of, and give approval to, the Follow-Through application before it is submitted.

(3) Establish criteria for the selection of Follow-Through staff personnel (paid and volunteer) and participate in their recruitment and selection.

(4) Continually assess the effectiveness of the Follow-Through project and make recommendations to the project coordinator regarding program improvements.

(5) Establish a procedure by which grievances and complaints of parents and others can receive prompt and sympathetic consideration, and participate in working toward their resolution.

(6) Assist in organizing parent activities.

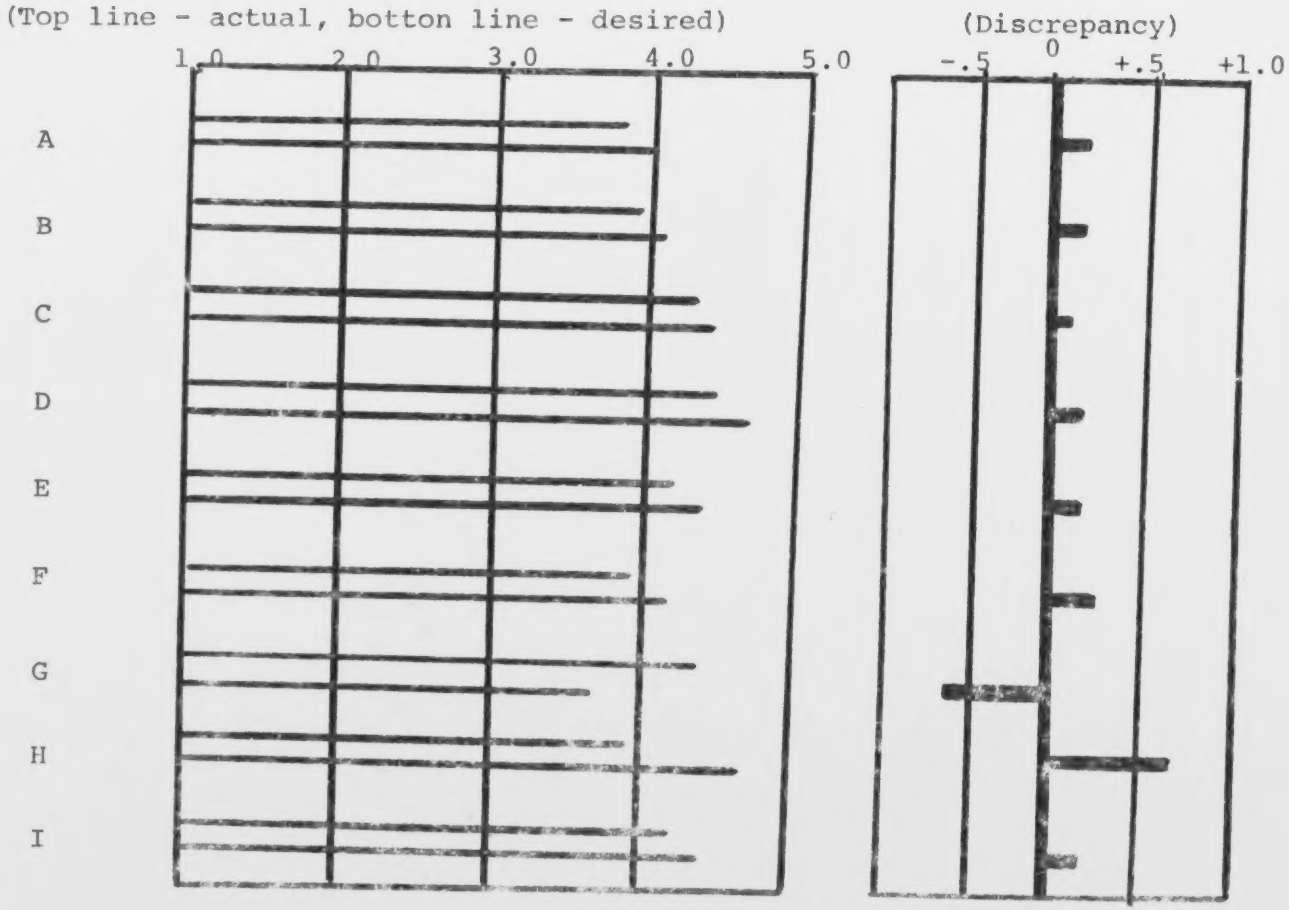
(7) Communicate with parents, community agencies, and others to encourage their active participation in the Follow-Through project.

(8) Assist in mobilizing community resources.

The strength of the PAC as a decision-making body varies from school to school. (See Figure 7: "Influence of the PAC.") In one of the schools studied, which was designated as a parent-implemented model, the PAC was viewed as a major element in the success of the Follow-Through program. In Figure 7 , this is School D, a school in which both the perceptions of current influence and desired influence of the PAC (called the Parent Board in this school), are greater than in any of the other schools surveyed. Since the program's inception, the District Administrator has delegated more authority and responsibility to the Parent Board. The Follow-Through director, in this particular school, was hired by the Parent Board and mentioned that "I have been given the authority to

Figure 7

INFLUENCE OF THE PAC



make many decisions, but they (the Board) have the right to make the final decision." While not directly responsible for creating curriculum, this Parent Board has been instrumental in determining the direction it will take (for instance, the development of a Spanish program). The interviewer noted that the Follow-Through program is "basically run by the Parent Board." It is significant to note also that respondents generally are enthusiastic about the growth, development, and increasing power of the Parent Board.

It would appear from the influence data that the PAC has a substantial amount of influence and, in all but one school, the influence is seen as less than the amount desired. A possible contradiction becomes apparent when the rest of the accumulated data are reviewed. While parent involvement in classrooms is highly regarded, there is only general and scanty mention made of the PAC specifically. Comments made in all but one of the schools generally speak to the issue that "The PAC needs to become a fully-functioning, influential body." Another frequent comment is that "There should be more coordination between the School Board, the Central Office administration, and the PAC."

Several interviewers mentioned the fact that project staff members see a discrepancy between the terms "influence" and "involvement." While parent involvement is enthusiastically sought, parent influence is sometimes hesitantly considered or completely rejected. A stated, or more-often implied, feeling in many schools seems to be that "professional knowledge should accompany influence."

It is evident that a better instrument should be devised to measure the effect of the PAC as a visible facet of the Follow-Through support system. It is difficult in most cases to substantially document the extent to which the PAC is actually meeting its goals, and the consequent effect it is having on other members of the project staff and on the program itself.

Parent-Teacher Relationships

Inherent in the Follow-Through classroom is the involvement and participation of parents as teacher-aides and volunteers. In the ten schools studied, this was most often considered the key characteristic of the program and the most dramatic goal toward which Follow-Through schools were working. Positive comments concerning the effect of parents in the classroom included the following:

> "Because parents are involved in the classroom, there are few disciplinary problems, which makes learning and teaching much easier."

> "A Follow-Through classroom is different from other classrooms in that parents are present to assist the teacher and to use their creative talents."

> "Parents are working side by side with the teachers of their children and are building a better self-image."

The working relationship between a teacher and her aide(s) was viewed, however, as one which in most cases was in need of evaluation and improvement.

The three major issues are:

(1) the need for greater sensitivity being shown by teachers toward the parents in the classroom

(2) the need for more time for shared planning between the teacher and her aide(s)

(3) the need for more and better training for teacher-aides so that they may be more effective in the classroom.

The parent data were especially concerned with the need for improvement in the parent-teacher relationship. A common feeling of parents in several of the schools was that teachers feel threatened by the parents and somehow teachers feel "the parents are trying to take over."

Parents and teachers seem confused about their own and each other's role in the classroom. In addition, parents mentioned that they often do not feel "welcome" as observers or participants in the classroom. Many of these same schools are calling for increased participation and responsibility of parents in the program. It would seem obvious that clarification of roles must precede any meaningful increase in such participation.

On the other hand, one Follow-Through school expressed significant progress in this very area. A primary reason this school gave for the change in attitude between parent workers and teachers was the use of home visits. By using this strategy, it was felt that the barrier between home and school has begun to disappear with teachers understanding the parents, their needs and desires, and parents feeling less alien in the school. Mutual respect, as well as a combined effort to help the children has resulted from this change in attitude.

The following charts suggest the amount of influence which various Follow-Through staffs see the parent-aide and volunteer parents having and the amount they should have. Without exception, the schools feel that the influence of these two parent groups should be increased. (See Figure 8: "Influence of Parent-Aides" and Figure 9:"Influence of Volunteer Parents".)

The need for time for classroom planning was mentioned by many respondents--teachers, parents, and volunteers. The time could well provide an opportunity for the two groups to exchange ideas, to better understand each other, and to realize that both parties are seeking the same goal--the finest educational possibilities for their children.

Without exception, the data from all schools call for inservice workshops for project staff members. A priority listing under Need for Personal and Professional Growth was for more adequate training for teacher-aides. Efforts should be made to meet this recognized need, focusing on the goals of the program being implemented and the specific functions which aides can fulfill in the program.

Figure 8

INFLUENCE OF PARENT-AIDES

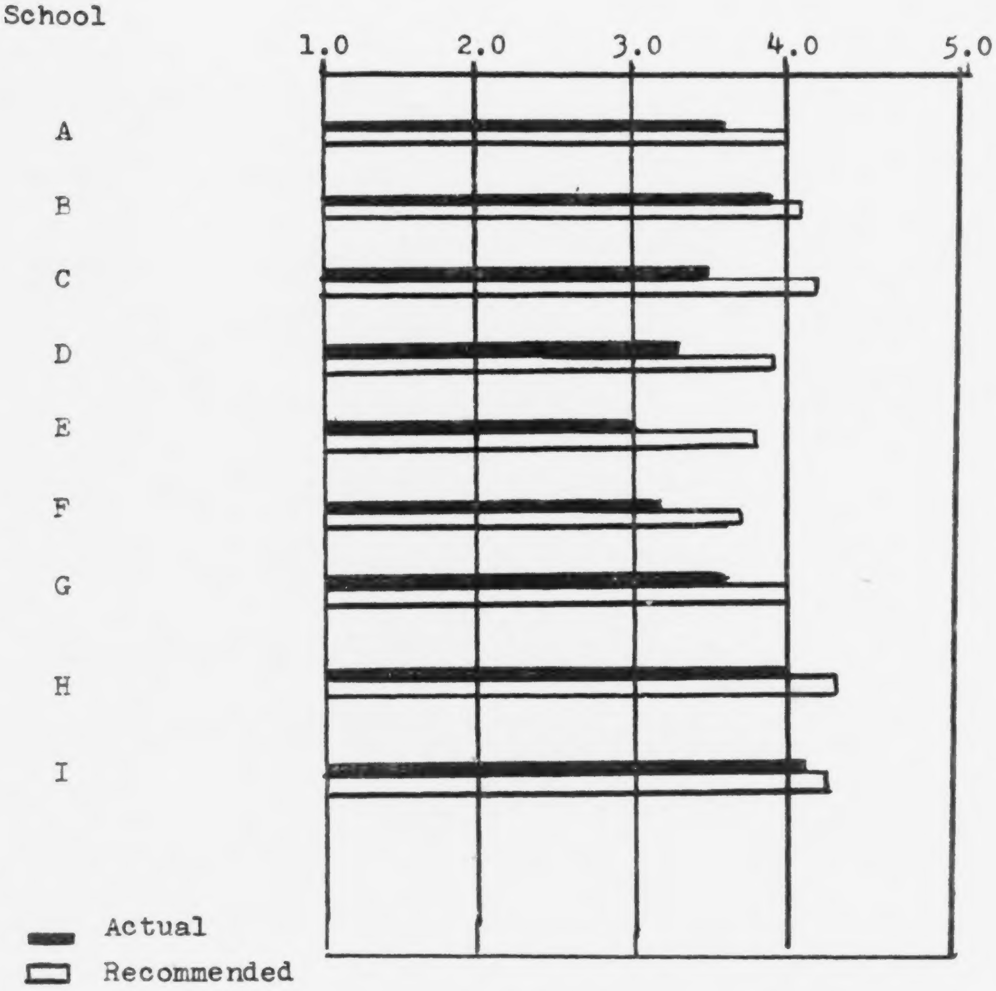
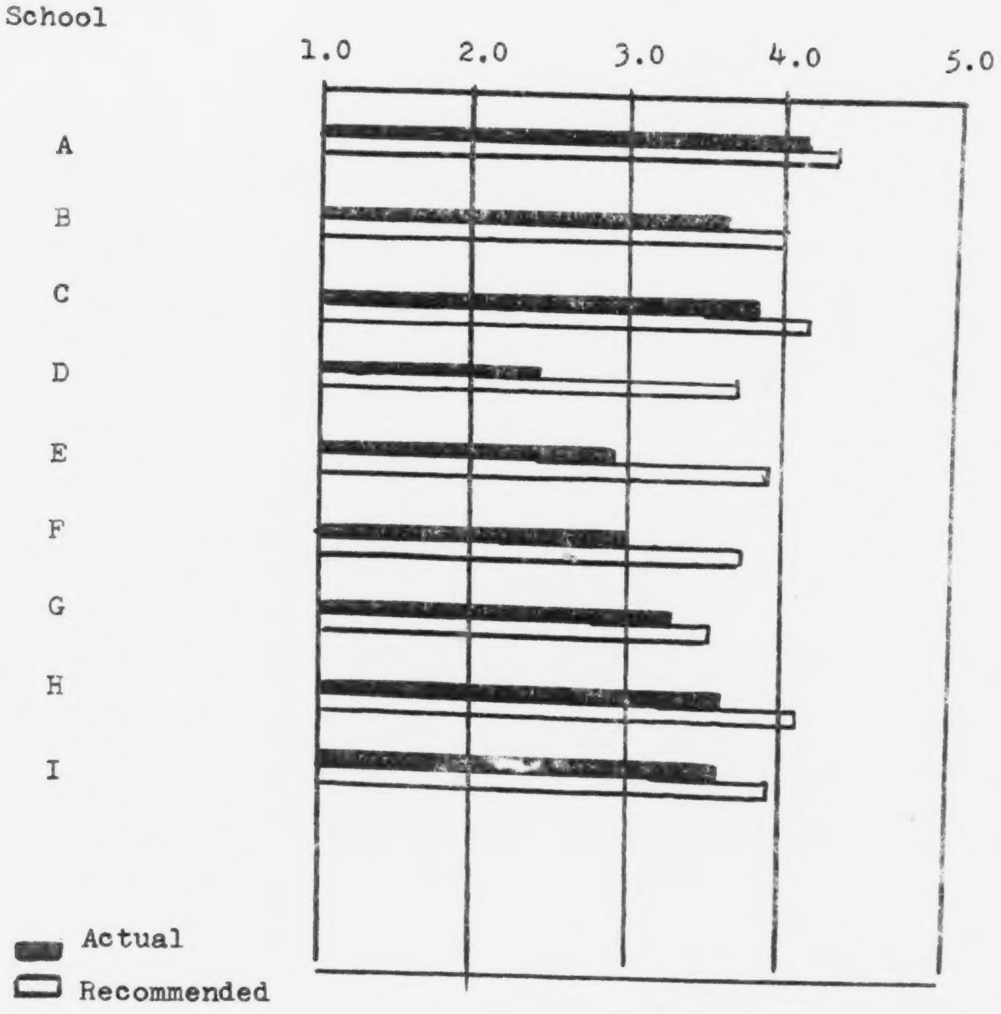


Figure 9

INFLUENCE OF VOLUNTEER PARENTS



Involvement of Significant Groups in the School Structure

Paramount to the acceptance and continued support of the Follow-Through program is the involvement of groups closely allied to the school system and its operation. The data suggest that three groups--the PTA, Teachers' Association, and non-Follow-Through teachers in Follow-Through buildings--are particularly lacking in knowledge about the program and consequently lacking in influence concerning policy-making. The discrepancy between the amount of influence these groups have presently and the amount respondents feel they should have is the most dramatic of any group considered.

Because of their immediacy to the program, non-Follow-Through teachers were most vocal about their lack of involvement in the program. Many of them were unfamiliar with the goals of the program and expressed some hostility because of the plethora of materials which were available to Follow-Through teachers.

A significant exception is one Follow-Through school which has concentrated on the improvement of communication within the building and with persons in the community. The effort has led to the use of many innovative techniques and Follow-Through teaching concepts by non-Follow-Through teachers. In addition, the desire of teachers to enter the program appears to be much greater in this school.

Effort to disseminate information concerning the program could well begin with these groups. Interviewed respondents presented some suggestions for reaching this goal:

(1) Workshops concerning program methods and goals should be open to all teaching personnel.

(2) Newsletters concerning the program should be sent to community organizations and should be circulated among all teachers.

(3) Changes or modifications in the school program should be preceded by explanation to and/or approval of all teachers.

(4) Follow-Through personnel should be knowledgeable about the program so they can answer questions which other persons in the school may have.

Administrative Support

In every school studied, Follow-Through principals were judged as exercising less than the desired amount of influence. The discrepancy between the amount of influence the principal is seen to have and the amount he should have varies from school to school. In four of the nine schools, this discrepancy was quite large, and accompanying data emphasized the need for greater participation and influence to be shown by the principal. In addition, two of these four principals were judged by the interviewer as not being informed about the Follow-Through program.

Some comments from respondents concerning the role of the principals were:

> "The principal needs to take part and show more of an interest in the program."
>
> "The principal should be working more closely with the Follow-Through staff."

> "We need more understanding and support
> from our principal."

There are several possible reasons why some principals have chosen to maintain a peripheral involvement in the Follow-Through program. In many of the larger schools, Follow-Through operates as an autonomous body, with its own staff, consultants, project director, coordinators, etc. It is possible that principals have chosen not to become involved or felt that their involvement was not desired. In a school where several special projects are being implemented, the principal may feel he does not have the time to significantly contribute to each program's development.

Respondents, however, feel that the principal's support of their efforts in an innovative program is necessary for success. As one respondent mentioned, "The principal's attitude can make or break a program in the school." It would be wise to further consider the principal's role in the program, the need for increasing his influence and involvement and, if this is found to be necessary, possible methods whereby this can be achieved. One proposal held that Follow-Through has made a mistake in strategy in requiring that schools set up a Director of the project who is essentially competitive with the principal. The recommendation is that the role of Principal and of Follow-Through Director be combined into one. In other words, it would be more functional to have the building principal designated as the Follow-Through Director for that school.

Although it is not repeated and emphasized as much, respondents also mention the need for greater support from the Central Office Staff. It is clear that project staff members feel the need for a team approach which involves closer ties among all members in the entire school hierarchy.

Communication

Success of the Follow-Through program is dependent on many variables. The quality and degree of communication within the system and the community is a crucial factor relevant to the successful continuation of the program. The need for better communication is recognized without exception by every school studied.

Involving a wide variety of people , the interviews revealed both a lack of concrete information which persons have about the goals and development of the project, and a desire to have more information so that they might contribute more effectively to the program. Repeatedly, participants in the interviews expressed appreciation for the opportunity to "air their feelings", raise questions, express concerns, and clear up the misconceptions which they had. Several participants expressed comments similar to this one made by a mother of a child in a Follow-Through classroom: "The program meant nothing to me until this meeting."

The Open-Ended Questions, dealing with the choice of the model and the start-up of the program, revealed vast information gaps. When asked to describe the Follow-Through program, a school administrator wrote, "I am totally unaware of the procedures used in the Follow-Through program; therefore, I am unable to answer." In another school, project staff members proved to be unaware of a film dealing with the Follow-Through program in a near-by school, which was being shown at their school board office.

In addition to general information about the program, parents and school personnel not directly involved in the program's workings asked for specific information in the following areas:

(1) How do Follow-Through classes differ from other classes?

(2) How are pupils chosen to participate in the program?

(3) Who selected the model being implemented? What criteria were used for selection?

(4) Who is responsible for decisions made concerning the program's implementation?

(5) What are the short and long-range goals of the program?

Project staff members often have similar queries. In addition, they ask for:

(1) better coordination of ideas, materials, information from the Central Office

(2) more sharing of techniques and materials among Follow-Through teachers

(3) greater commitment and responsibility being shown by those involved in making the program work.

A variety of methods are being used to meet the problem of insufficient communication. In one school, the Home-School Coordinator is seen as a valuable liaison with the community. In another school, the Project Director is the key person in the dissemination of information among staff members. In all cases, the school personnel feel that they have just begun to counter the problem but still have a long way to go before staff members and the community are adequately informed.

Outside persons and agencies such as the health representatives, the Welfare Council, and various poverty program members represented in the interviews, expressed a need for more information about Follow-Through which encompassed more than their particular function and role. Although involved in a significant aspect of the project, members of the various agencies did not think they were being adequately utilized as resources.

The data reveal several clear-cut needs in the area of improved communication. Follow-Through staff members need to become more informed about the goals of the program, the key features of the model being implemented, the range of services available, and the various materials to which they have access. In addition, they indicate a need to know the hierarchy of roles involved in the program, their functions, and their responsibilities.

Suggestions for improving communication ranged from establishing workshops to which there may be invited non-

Follow-Through teaching staff members as well as those more intimately involved in the project, to continually updating information via a newsletter, regular staff meetings or some other specific methods.

As was mentioned earlier, one Follow-Through school has successfully used the "home visit" by teachers and teacher-aides as a method of acquainting parents with the program. The positive nature of the visits has led to the involvement of parents in the workings of the program.

Whether these methods or other ones are used, the data show a desire that parents be knowledgeable about the Follow-Through project, its services, the methods used to select children, and the ways in which the Follow-Through classroom differs from the regular classroom. The role of the PAC and the part parents can play in the program needs clarification.

The Role of Outsiders

The Follow-Through program is unique in that it brings into the school setting a group of outside consultants to aid in implementing this innovative change program. The acceptance of these outsiders is dependent on many factors, including the way they are invited into the school and the manner in which they view their role and in which they, in turn, are viewed by those they are attempting to help.

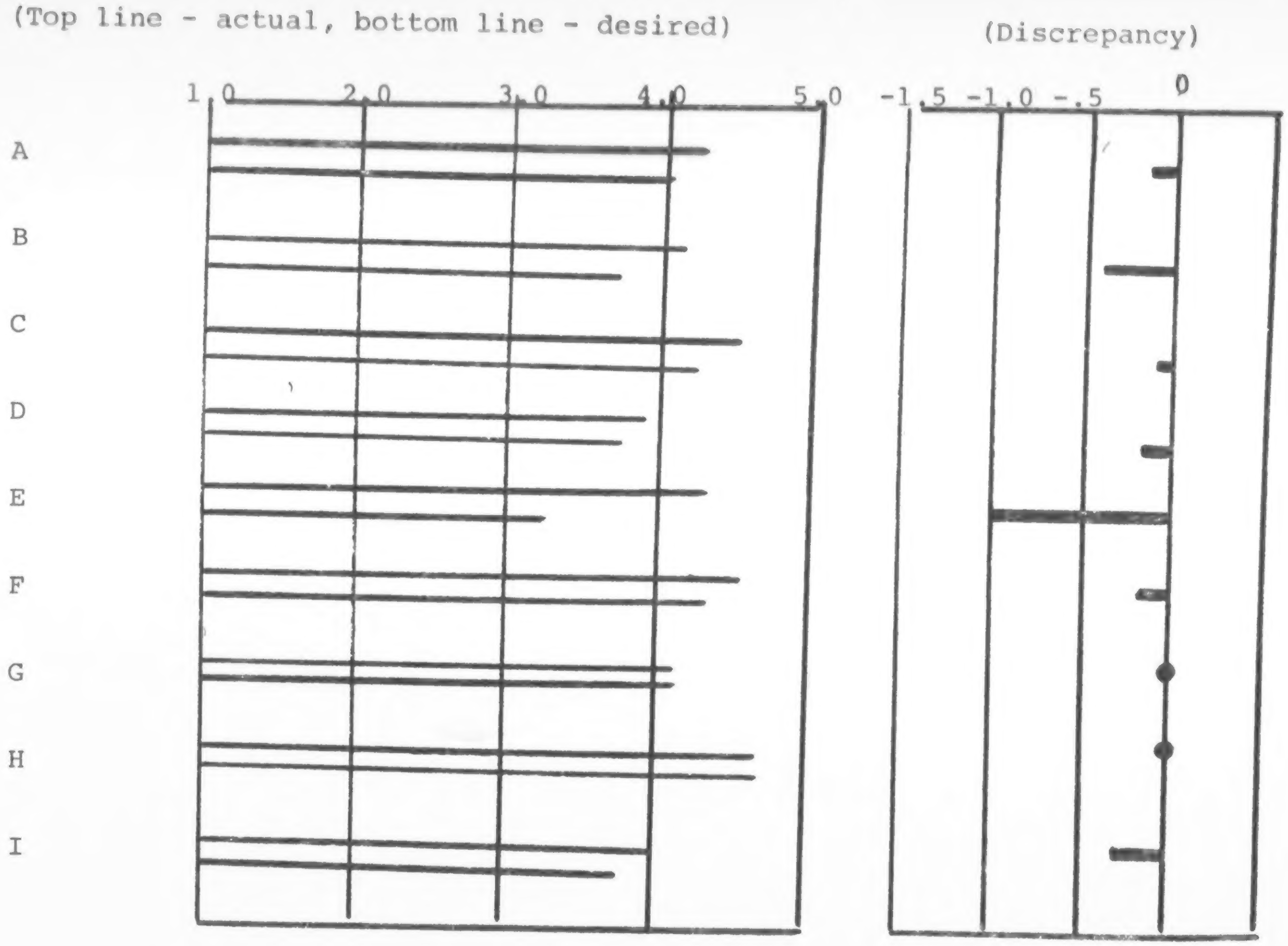
The influence data suggest that the general consultant, USOE, and the sponsor's representative are perceived as having "considerable" influence (4.0 on a 5.0 scale), and the State Department of Education has "some" influence (3.0 - 4.0). It is interesting to note that seven of the nine schools felt that the influence of the USOE should be decreased slightly. On the other hand, six of the nine schools felt that the general consultant should exercise more influence than he is seen to exercise presently. (See Figure 10"Influence of the USOE" and Figure 11:"Influence of the General Consultant". The discrepancy between actual and desired influence of the sponsor's representative was relatively small. It was the feeling of the respondents and the "outside" agents that as the staff's influence increases, the influence of the outside agents should decrease.

In general, respondents equated the role of outsiders with funding. Most respondents were neither negative or positive; they realize and accept the fact that the program and the extra services it affords, depend for the most part on continued subsidization. Most respondents felt that they had some voice in modifying the program their school was implementing.

In one school only was there stated antagonism to the outsiders. Respondents expressed the view that the program had been "pushed through" the school system because the State Department of Education supported it. As a result, there was little actual commitment demonstrated by school personnel. The interviewer noted that, "Within the school,

Figure 10

INFLUENCE OF USOE

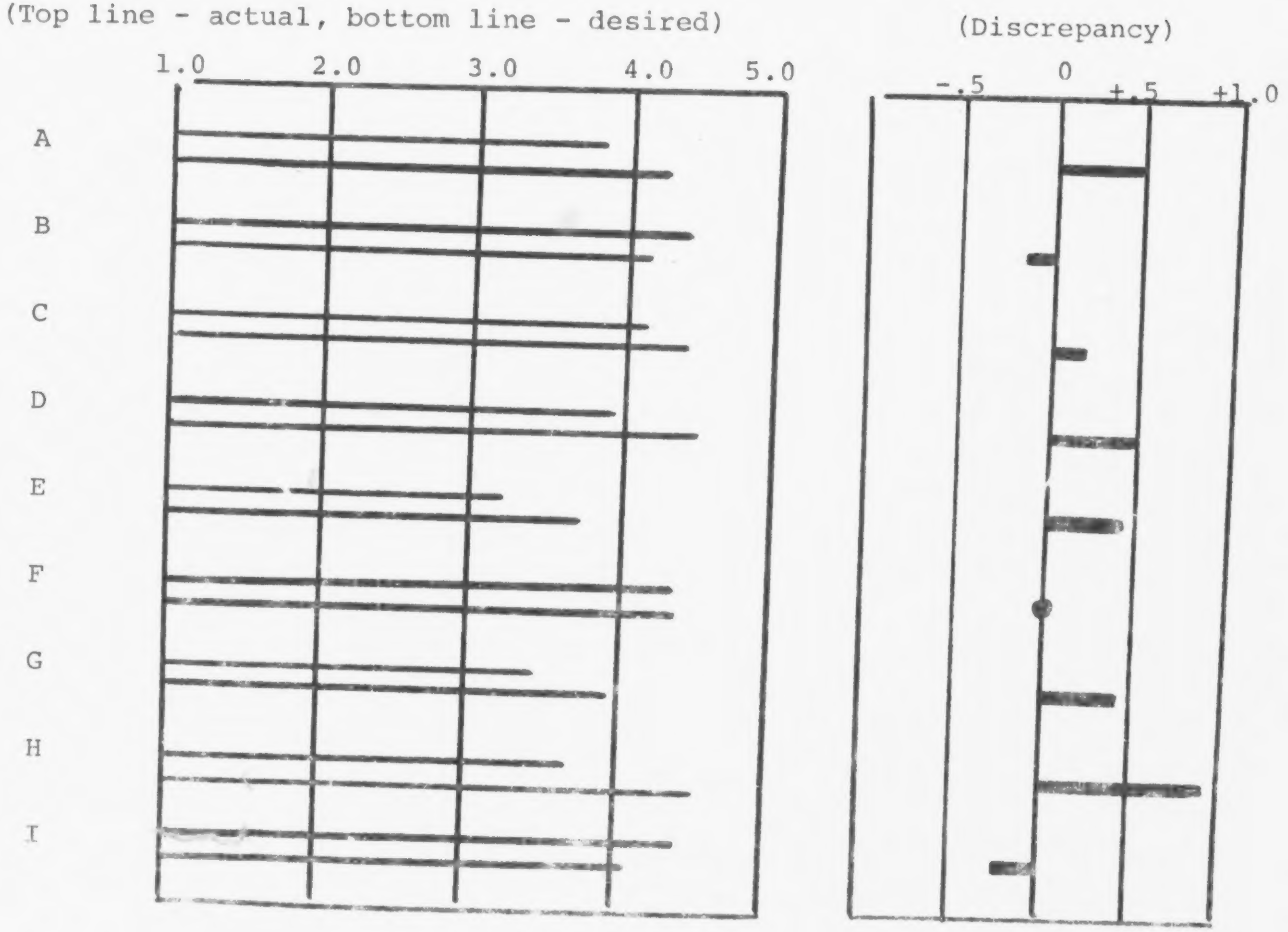


(Top line - actual, bottom line - desired)

(Discrepancy)

Figure 11

Influence of the General Consultant



the goals of the program appear to be to carry out a typical primary program while giving the appearance of cooperation with the Sponsor and the Central Office."

Other schools provided suggestions whereby the resources of "outsiders" could be better utilized. They included the following:

(1) The general consultant should work with the PAC to help them realize their function and potential and achieve their own formal structure.

(2) Outside agencies should assist the district's program in the weak areas.

(3) The USOE representative should work more closely with the project director, clarifying both the goals of the program and the budget that is available.

Another problem mentioned by respondents was the need for a commitment of funds for a longer period of time. It was their perception that funds could terminate quickly and this created some uneasiness among staff members who were convinced of the program's worth and desirous of its extension into more grades.

The Need for Continued Funding

If Follow-Through programs are to continue at their current level, outside funding must continue in the judgment of all the schools surveyed. Some schools have experienced recent levy problems; other schools mention that school taxes are at the constitutional limit. Participants agree that without federal funding, there is little chance that the local community could afford to support the program as it is presently operating.

In the majority of schools, those persons (teachers, teacher-aides, project director, Home-School Coordinator) who where most intimately involved in the program's operation felt that Follow-Through had had a massive impact in teaching styles and procedures. Teachers emphasized that they would never return to the traditional classroom teaching again. Some comments which were made were:

> "The program would be affected and slow down but the experience of administrators, teachers, and parents has a built-in momentum that would keep it going in a modified way."
>
> "Teacher trust in non-professionals and in low-income children to produce would remain unchanged."
>
> "The program would suffer, but the teachers and parents are too heartily in favor of it to allow it to die."
>
> "Materials might be less but hard work and interest would not."

Those who are not so closely allied to the program's operation are more pessimistic. They expressed the feeling that the success of the program is clearly dependent on the influx of federal funds and a curtailment of these funds would cause "the program to collapse."

When respondents were asked to make predictions about the future of Follow-Through, it was clearly apparent that federal monies are a prime determinant for continuance and development of the program.

CHAPTER V

FEEDBACK

Purpose

After Project Follow-Through staff members, teachers, administrators, community leaders, and outside consultants had been involved in a series of data-gathering sessions (January - May, 1970) in identifying and diagnosing support system variables in their systems, it was decided to invite these same people to "data verification and utilization sessions." In addition to meeting a professional obligation to feed back to the school system and to the sponsors some of the results of the study, it appeared that such a session would also provide an opportunity to verify the accuracy or representativeness of the data; and, even more important, to assist the participants to engage in some interpretive discussion and derivation of implications for action. A further purpose for at least three of the systems (Greeley, Ft. Worth and Yakima) was to explore the potentiality of their involvement in the next phase of the NTL Institute's exploration of ways of strengthening the support system (the 1970-71 project).

The schedule of data verification and utilization sessions is reflected in Table 4.

TABLE 4

DATA VERIFICATION AND UTILIZATION SESSIONS

School System or Sponsor	Date	Conducted by
Greeley, Colorado	June 10, 1970	Drs. Spencer and Fox
Arizona Center for Early Childhood Educ.	Dec. 18, 1970	Dr. Fox
Yakima, Washington	Feb. 12, 1971	Drs. Spencer and Fox
Ft. Worth, Texas	Feb. 17, 1971	Miss James and Dr. Fox
Jonesboro, Ark.	Feb. 19, 1971	Dr. Fox
Support and Development Center for Follow-Through, U. of Kansas	Feb. 24, 1971	Dr. Fox
Educ. Development Center, Mass.	March 12, 1971	Dr. Van Egmond
Fulton School, Philadelphia	March 23, 1971	Dr. Van Egmond
Harrison School Philadelphia	March 24, 1971	Dr. Van Egmond
Junior 5 and Cadwalader School, Trenton	March 19, 1971	Dr. Chasnoff
Morton School, Newark, N. J.	April 1, 1971	Dr. Chasnoff

Pre-Planning

As was indicated in Chapter IV, data about support system variables which were gathered during the group interviews were tabulated, coded, and reviewed. Major support system issues or problems were identified, and specific data were grouped under these problem headings. The six areas were:

1. Parent involvement in Follow-Through
2. Communication with others
3. The role of "outsiders"
4. In-staff communication and influence
5. Need for personal and professional growth
6. Role of Follow-Through in elementary education in our district

A discussion guide was prepared on each of these six areas for the feedback session, posing the problem area, reproducing relevant data, and listing illustrative comments drawn from the interviews. (See Appendix for a set of these sheets prepared for the Ft. Worth feedback session.)

The next step was to contact the Sponsor of each of the schools to clear with him the advisability of conducting a feedback session in "his" school. In each case the Sponsor gave full support to going ahead. While the initial conversation was by telephone, it was possible to follow it up in every case except the Florida Parent Education Model with an on-site session with the sponsor and members of his staff.

Given this clearance, the local school project director was then contacted, his interest and willingness to involve his project in a feedback session ascertained, and planning for the session initiated. The project director made arrangements for the session, sending invitations to all those who had participated in the original data collection interviews. Where these persons were no longer available, it was arranged for substitutes occupying similar roles to attend.

Whenever possible, the NTL consultant responsible for the original data collection and the director of the NTL study collaborated in the designing and conduct of the session. One day immediately preceding the session was utilized on-site to review the design with the local project director and members of his staff, making appropriate modifications, adapting the design to the special needs of the system, and concluding necessary arrangements.

Design of the Session

In general, a basic design was utilized in each of the schools. Minor changes in the timing, arrangement of problem clusters, and assignment of leadership responsibilities occurred. The prototype design and schedule was as follows:

9:00 - 9:15 Introduction

Welcome. Review of previous data collection sessions. Review of purposes of the project. Clarification of "support system" concept.

Objectives for this session:

1) Feedback to original participants in data collection activities.

2) Opportunity to verify or add to the data. Clarification of meaning.

3) Identify issues or problems which the data show are important.

4) Derive implications. Suggestions for next steps. Determine priorities.

5) Discuss values of continued affiliation with NTL project. (In those schools which were candidates for the 1970-71 Project)

9:15- 10:00 Work Groups

Participants were divided into three work groups around the following topics:

1) Communication with Others

2) Parent Involvement in Follow-Through

3) The Role of Follow-Through in Elementary Education in our District

Each group was advised, first, to review the data as presented in the feedback sheets. Then discussion focused around three questions which appeared on a discussion guide duplicated for each person.

1) Ask yourselves: Do the data presented actually reflect the way things are? In what respects is the situation different from the impression given by the data?

2) Draw some implications. What are the underlying issues? What are the problems that need to be worked on?

3) Make recommendations. What can be done to help? What specific activities or actions can be suggested? What next steps can be recommended?

Recorder-reporters were furnished a recorder's form with the above questions listed. They were asked to keep notes on the three topics to share with other participants in a general session. An additional recorder was designated to place the list of recommendations on newsprint. These were posted for the general session to review.

10:00 - 10:15 Coffee

10:15 - 11:00 General Discussion

Reports from each group. Quick overview of the problem area and of the data which had been reviewed by the work group. Presentation of list of issues or problems, and recommendations for dealing with them.

Discussion of total group for clarification and to further explore the problem.

11:00 - 12:00 Work Groups

Participants were re-grouped to work on the three remaining issues:

1) In-staff Communication and Influence

2) Need for Personal and Professional Growth

3) The Role of "Outsiders"

12:00 - 1:00 Lunch

1:00 - 1:45 General Discussion

Reports from each group. Posting of recommendations. Discussion for clarification.

1:45 - 3:00 Determining Priorities and Next Steps

Recommendations from all six groups were numbered consecutively. Participants were asked to form pairs. Each pair examined the list of recommendations and jointly agreed upon a rank ordered list of the top six.

A weighted score was computed (6 for 1st choices, 5 for 2nd choices, etc.). The priorities which resulted were reported to the group and discussed.

Feedback on the Feedback

Reaction to the opportunity to examine the data and discuss their implications was positive, even enthusiastic. The bringing together of persons from various role groups to talk about the objectives of the Follow-Through program, some of the needed improvements, and visions of the future, was seen as seldom occurring in the normal course of events, and a very worthwhile procedure.

The data were almost always seen as accurate and valid. In fact, some surprise was evidenced that with such a brief sampling of a few people in the program it proved to be possible to identify so clearly some of the major support system problems. In several cases it was pointed out that things had changed in the six months or so since the data were originally collected--that some of the problems had been corrected or were, at least, being worked upon. Our learning from this experience should be highlighted. If the collection of data about the support system is primarily for the purpose of diagnosis, an effort to take a first step in the process of problem solving, than a rapid turnaround of the data is important. Feedback should occur quickly so that the system can capitalize on the insights about problem priorities by proceeding promptly with efforts to do something about the problems.

This use of feedback of data as part of a problem solving process seemed to be in place as an expectation on the part of many of the people in the local projects, but something that seldom occurs. Frustration with the perhaps appropriate, but deliberate lack of feedback from the outside evaluation activities of the Stanford Research Institute, and the oversights of many of the visiting consultants and observers in not sharing their reactions and suggestions with the various participants in the project, was frequently and strongly emphasized. It was pointed out, for example, that often the Volt general consultant, the sponsor's representative, or the State Department of Education would share their reactions and observations with the project director, but would have little or no interaction with the PAC, the Follow-Through teachers, or other groups within the program. This lack of interaction produced some feelings of alienation, some questions about the appropriateness of the influence these "outside" persons were exerting, and a desire to have the opportunity to react to and collaborate on the recommendations being made by such experts.

Another reaction to the data became clear as some of the work groups began probing in depth for the meaning of the findings. The initial data collection does not go far enough. Some leads were given to the existence of problem areas, but further definition and diagnosis of these areas is needed. For example, the summarized responses from all participants show that they think teachers should have more influence on project decisions than should teacher aides. Yet an analysis of the responses from just the teacher aides themselves, shows that they think they should have more influence than the teacher. Is that the way all the teacher aides feel? The sample included only 3 persons in this role. How do the Follow-Through teachers feel? Perhaps a more extended data gathering effort, involving all the Follow-Through teachers in the building and all the teacher aides, would be an important next step so that a follow-up workshop involving teachers and teacher aides could begin to work with the problem as it actually exists.

A second example was the obvious lack of clarity many of the respondents had regarding role titles and role definitions. The influence data regarding the importance of the general consultant in decision-making in one project, for example, showed that most people thought he was highly influential, and should remain at about that level. Yet discussion within the group showed that no one (the group consisted of two Follow-Through teachers, a PAC representative, a non-Follow-Through principal, and two parents) knew who the general concultant was, or, in fact, whether or not the project actually had one! Thus, some doubt was cast on the validity of the data. Sometimes the titles used in the survey instrument did not correspond exactly to those actually used in the district. Some important roles were left out in some cases. These dysfunctions are seen not so much as reason for throwing out the initial data-gathering procedure (although it might be modified from the experience), but as leads to further, more focused data-gathering activity.

Priority Recommendations Resulting from the Feedback Sessions

The group of people assembled for the feedback sessions were not seen as a decision-making group. Therefore, they could not appropriately take action regarding the next steps the project should take regarding any of the problem areas reported in the data. However, it was felt that it would be important for the group to record the range of suggestions and action recommendations that evolved from the day's work, and to make some ad hoc judgments about their relative value or priority. These priorities could then be studied more carefully by the appropriate decision-making groups--the PAC, the project staff, the school administration--as a start-up for problem-solving activity.

Therefore, as each of the work groups reported to the rest of the participants their suggestions and recommendations, these were posted on newsprint. At the end of the day, pairs of participants formed teams to examine all the recommendations, and develop a priority listing of the first six. The rank ordered lists from each team were consolidated by assigning weighted scores to each item (six points for a 1st, five points for a 2nd, etc.) and adding the scores. The full list of recommendations was then re-ordered in accordance with their weighted scores.

Some confusions undoubtedly occurred when individual recommendations were overlapping, or very similar. It was difficult, at times, to decide between highly specific recommendations, and broad, general ones. Within a couple of the feedback sessions the staff found time to do a rough re-casting and consolidation of the recommendations to eliminate some of the overlap and duplication. This seemed to help. However, primary emphasis was placed on immediate involvement of the participants in developing a kind of "off the top" reaction to the priorities problem, rather than to take the time to do a detailed re-working and processing of the ideas. This could profitably constitute a next step.

The priority lists of recommendations varied considerably from school to school. An example of one such list can be viewed in the Appendix as part of the Report of the Data Verification and Utilization Session for the Ft. Worth Follow-Through program.

Following the development of this priority recommendation list, participants in the session had opportunity to discuss their general reactions, or to highlight one or more of the action priorities. This often proved to be the most exciting discussion of the day. An example of this in the Yakima, Washington session was the realization by the participants that one of their highest priority problems was creating in the community an understanding of compensatory education--why such a concept is important, why the "have's" should support through tax funds a program for the "have not's", and how the total community might be benefited as a result. The feeling was expressed that in a small community such as Yakima, the tendency is for two sub-groups to develop within the community. Perhaps in the larger metropolitan areas, the concept of compensatory education has been more forcefully confronted, and is more widely accepted. At least, the participants in the feedback session were convinced that there were a number of promising things that could be done to begin to bring about better understanding and mutual support within the Community of Yakima between the two parts of town, and that the Follow-Through project might be able to facilitate this effort.

CHAPTER VI

THE RESOURCE MANUAL

The primary objective of this pilot study was not to gather definitive data about the support systems of Follow-Through schools. It was to explore the nature of support system variables in a sample of schools, create a procedure for diagnosing some of the problems with regard to the manner in which these variables were being managed, and identify or create a set of possible training activities and designs which might help the system strengthen its support system.

This report so far has described the processes and procedures used in identifying some support system problems which seem to be characteristic of many of the Follow-Through projects. It now remains to explore how the expertise of the National Training Laboratories--Institute for Applied Behavioral Science may be brought to bear in some effective way in helping Follow-Through schools confront these problems and do something constructive about them.

Toward this end, attention was directed toward the development of a resource manual for NTL consultants who might be called upon to work with Follow-Through schools. The manual would include materials for the use of such a consultant as he might embark on a relationship with a local Follow-Through project in helping it strengthen its support system.

A first step in the development of the resource manual was taken at the July, 1970, meeting of the Technical Advisory Committee, augmented by the NTL consultants who had served as interviewers in the participating schools, and some NTL central staff members. To this work session was brought a summary of the data about the support system problems, organized under the six problem areas, and also reported system by system.

After becoming familiar with the findings, the group agreed that change efforts would most likely be directed toward one or more aspects of the problem-solving sequence:

1. Motivation
2. Diagnosis and problem identification
3. Planning for problem-solving
4. Taking action
5. Evaluation

The group proceeded, therefore, to brainstorm a variety of training activities, exercises, and approaches that might be appropriate for a Follow-Through school to use. Some ideas were retrieved from the repertoire of such procedures frequently used by organizational consultants with other groups in business, public health, government, or other settings. Some of these seemed to be directly applicable; others could be modified to relate more specifically to Follow-Through problems. In some cases, the group created new activities and exercises which seemed to be more directly relevant to the kinds of problems being confronted.

The compendium of exercises and activities which resulted can be examined in the Appendix--Chapter III of the Resource Manual: Strengthening Support Systems in Follow-Through Schools.

This set of ideas is seen as a resource--to be drawn upon, modified, adapted, and re-arranged by a consultant working with a specific Follow-Through situation. It is not exhaustive; it is hoped that through use there will be continuous modification of the materials, and addition of others that are evolved.

Other kinds of materials, gleaned from the project's experience, were also gathered for inclusion in the Resource Manual. In fact, four sections were developed: Chapter I pulls together some of the conceptualization about what the support system is and what kinds of problems with regard to the support system were discovered in the sample of Follow-Through schools. It is expected that this section will be useful to the prospective consultant by providing him with a brief orientation to Follow-Through and to the particular kinds of problems he might expect to find. There is provided an abbreviated packet of data which could be used by the consultant in the initial contacts with a school system in helping them gain some vision of the problems being faced by other Follow-Through projects, with a question being posed, "Is it possible that we may be having similar problems?"

A second chapter recounts the experience of the project with developing and using the group interviews as a data-gathering device, and considering how such a technique might be used by a consultant in his efforts to diagnose the situation in a client school. Other possible diagnostic procedures are also suggested. An interview schedule for gathering relevant information from the sponsor is also included.

Chapter III, as was indicated earlier, describes the various activities and exercises that might form pieces of a training event designed to address one or more of the problems.

The final section deals with the problem of designing a session or training event. It provides suggestions for putting the pieces together into a sequence of activities directed toward a particular training goal.

The entire manual is put together in loose leaf form so that pages can be substituted as changes are made through experience, and additional sections can be added. Chapter IV, for example, can be expanded to include a variety of examples of training designs which have actually been used successfully by consultants working with various Follow-Through schools. Chapter II can pick up on additional ideas for diagnosing organizational development problems within the system as these ideas are developed in the field. In other words, the Manual can become a means for retrieving and sharing the helpful experiences of those who are working to improve the support systems throughout the Follow-Through network.

As this report goes to press, it can be reported that the Manual was used in the orientation session for NTL consultants working with the 1970-71 NTL-Follow-Through project. Documentation and feedback procedures are in place so that this first draft of the Manual can continue to expand and improve.

CHAPTER VII

SUMMARY

During the academic year 1969-1970, Project Follow-Through of the U. S. Office of Education funded a pilot project through a grant to the NTL Institute for Applied Behavioral Science, to identify problems experienced by Follow-Through schools in developing the support system needed for project effectiveness, continuity, and diffusion to other parts of the school system, and to consider what kinds of training activities might be devised to assist local Follow-Through projects in strengthening their support systems.

A sample of ten schools was identified, including two schools from four different sponsors, and two schools designated as parent-implemented. Through a series of group interviews covering a two day period on each of these sites, data were gathered which seemed to give a useful picture of many of the support system factors and problems characteristic of the several projects. These data were used as a basis for a "data verification and utilization session" in each of the local Follow-Through projects which participated in the study, a session which concluded with the identification of several priority recommendations for next steps in improving the support system in that project. The data were also examined by a group of behavioral scientists from

NTL for the purpose of gaining their suggestions regarding appropriate training exercises and activities that might be useful in addressing these problems.

Through this experience with the pilot study it was found that:

(1) Follow-Through schools are, in fact, experiencing problems with building support systems which can assure effective operation, continued project support, and diffusion of the program to other parts of the school system.

(2) Most of the support system problems which were identified seemed to cluster around the following six areas:

(a) Parent involvement
(b) Communication with others
(c) The role of "outsiders"
(d) In-staff communication and influence
(e) Need for personal and professional growth
(f) The role of Follow-Through in the elementary education program of the district

(3) Concerns about relationships within the support system are so great in some situations that the sponsors and/or local project leaders are reluctant to risk collaboration with any "outsider" in the effort to diagnose and plan for improvement; in other situations such collaboration is eagerly sought.

(4) The experience local Follow-Through projects have had with previous outside interventions causes them to seek assurance that any new intervention will

(a) be directed toward goals that support their own priorities;

(b) provide feedback to the local project, and

(c) not be a means for gathering negative evaluative data that might be used to reduce federal financial support for the project.

(5) An image held by a few people of the NTL Institute as an agency primarily concerned with sensitivity training serves as a serious block to entry into some situations. Our experience was that once personal rapport was established with the NTL consultant these concerns faded.

(6) The NTL network proved to have within its membership, in geographical proximity to local Follow-Through projects, organizational change specialists who, with minimal orientation, could expertly serve as the responsible agents for a program dealing with support system variables in Follow-Through schools.

Further development work needs to be done. Experience needs to be gained in working with local Follow-Through projects in designing and carrying out training activities that will help the various role groups within the system confront and work on some of the specific support system problems which exist in that system. Procedures need to be devised for responding to the concerns of the various sub-parts of the system, such as the Policy Advisory Committee, the school administration, the teacher aides, the sponsor, in such a way that NTL is not seen as supporting one against the other. Further experience is needed in discovering how best to utilize the NTL Institute network of behavioral scientists as consultants in relation to Follow-Through organizational development problems. What kinds of resources and support do the NTL consultants need to be effective? What kind of centralized, coordinating structure is needed to maintain and extend to Follow-Through schools a continuing resource of organizational development expertise? What kinds of written materials might be developed for direct use by Follow-Through project directors, Policy Advisory Committees, or local in-service education specialists that would help them deal more effectively with some of the decision-making, communication, or other relationship problems which are of concern to them? Can the NTL Institute be helpful in developing in some of the local project leadership personnel the skills they will need to take further initiative in working on support system problems?

It is perhaps in identifying these leads to further development work that this pilot project has made its most significant contribution.

APPENDIX

STRENGTHENING SUPPORT SYSTEMS IN FOLLOW-THROUGH SCHOOLS

A Resource Manual

NTL Institute for Applied Behavioral Science
1201 16th Street, Washington D. C.

INTRODUCTION

This manual is designed to gather together a variety of resources to help strengthen the support systems within Follow-Through schools. The manual is loose-leaf so that new exercises and materials can be added as they are developed or discovered, and the ones currently included can be modified or removed on the basis of experience.

These initial materials were developed through the experiences gained in the first year of a pilot project conducted by the NTL Institute for Applied Behavioral Science under a grant from the U. S. Office of Education during the 1969-1970 school year.

STRENGTHENING SUPPORT SYSTEMS
IN FOLLOW-THROUGH SCHOOLS

A Resource Manual

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CHAPTER I

THE SUPPORT SYSTEM

Some thirty program models have been developed under Project Follow-Through for helping children in kindergarten or the early elementary school who were previously enrolled in Head Start or similar programs to continue developing to their full potential. In the development and implementation of these programs, emphasis has been placed on securing extensive involvement of low-income parents, other agencies concerned with the programs for low-income groups, and the teachers and school staffs in which these model programs are functioning. If these programs are to develop self-renewing continuity and to be productively absorbed into school and community systems, there must be appropriate involvement and participation of several parts of the school community.

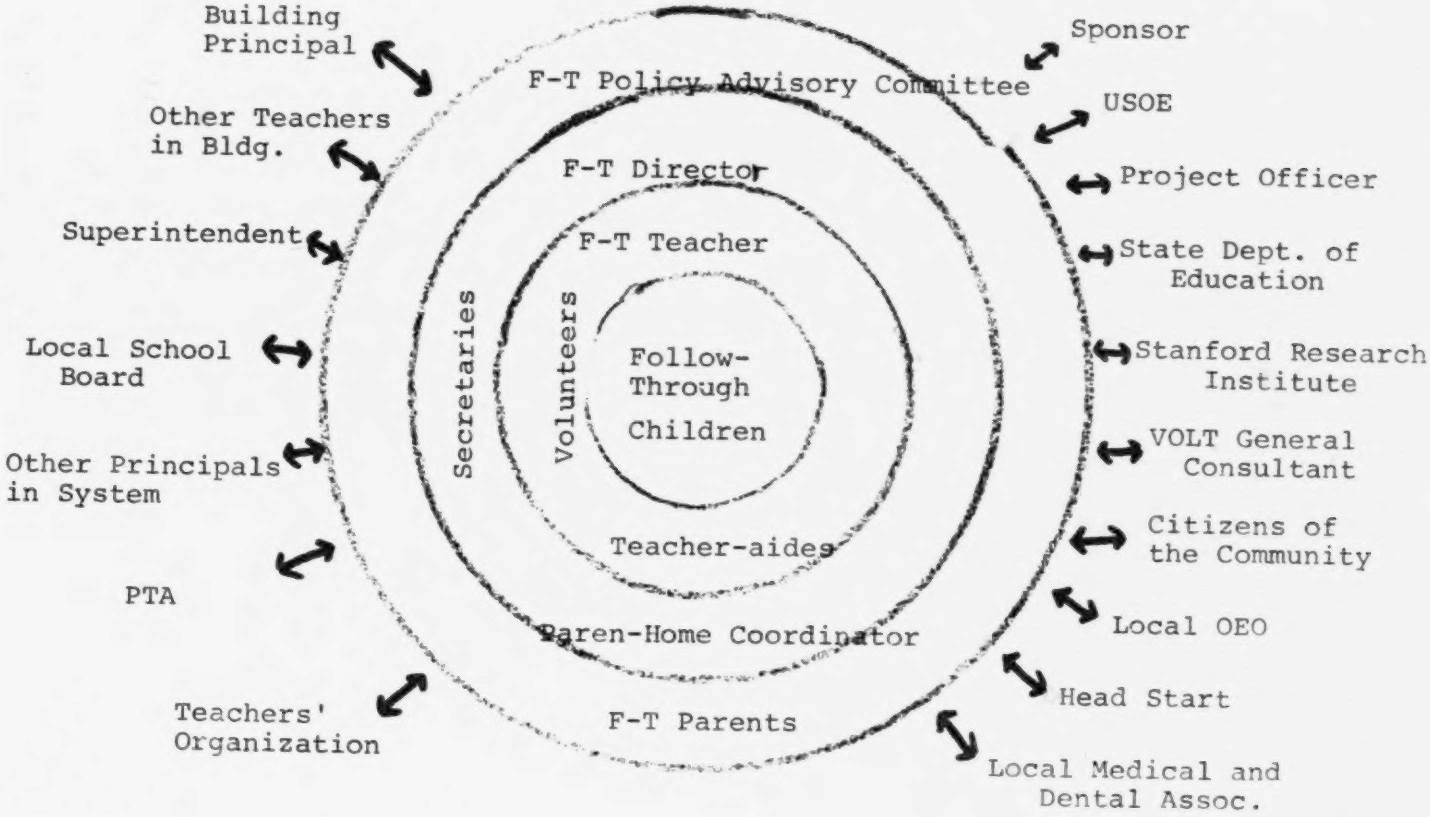
What is the Support System?

Figure 1 (see page 2) suggests some of these interrelating role groups which may be involved in the support system for any particular Follow-Through project.

While a variety of elements of the potential support system can be identified, it is probably more accurate to assume that these elements fit together into a number of support systems--depending upon who or what part of the

Figure 1

FOLLOW-THROUGH SUPPORT SYSTEM



program is in focus. For example, the view which a Follow-Through teacher may have of her support system might include as primary elements the Follow-Through Project Director, other Follow-Through teachers in the same building, the Sponsor's representative, and her building principal. The kinds of support she is looking for may include in-service training in elements of the Sponsor's model, psychological support from her administrator, help in obtaining necessary instructional materials from the Project Director, and some kind of recognition from her teacher colleagues for being involved in a professionally worthwhile program. The superintendent, on the other hand, may view the support system quite differently. He may be thinking of financial support of the Follow-Through contract by the Office of Education, continuing the approval and financial support given by the local Board of Education, minimizing complaints from parents, and gaining the recognition of his professional colleagues around the country for being involved in a nation-wide innovative program.

The support system has direct implications for:

(1) Current effectiveness of the project

(2) Continuation of the project

(3) Possible impact of the program on other parts of the school system (diffusion of ideas and techniques)

Description of the 1969-70 Study of Project Follow-Through Support Systems

Working in ten schools, eight of which were involved in implementing four different models of Follow-Through programs and two of which were parent implemented programs working without sponsors, a pilot study was conducted under the auspices of the NTL Institute during the school year 1969-70. The purpose of the study was to look at how the various Follow-Through models have, in their initial designs, given attention to the development of such support systems, to examine the ways in which these plans have actually been implemented in a sample of field sites, and to explore the kind of impact the experimental program has had upon the rest of the institution. Given these data, it was projected that some types of training activities could be designed to help the system improve its support systems.

With the help of a Technical Advisory Committee and consent of the sponsors, ten sites were selected in the Fall of 1969. Interviewers from the NTL network were recruited to conduct the data-gathering activities in each site. This information is listed in Table 1 (page 5).

In an effort to conceptualize the kinds of data that would be relevant to understanding the support systems in a particular school, the paradigm in Figure 2 (page 6) was developed. While it was agreed that it would not be likely that data would be gathered in each of the cells of the cube, the model did serve as a framework which guided

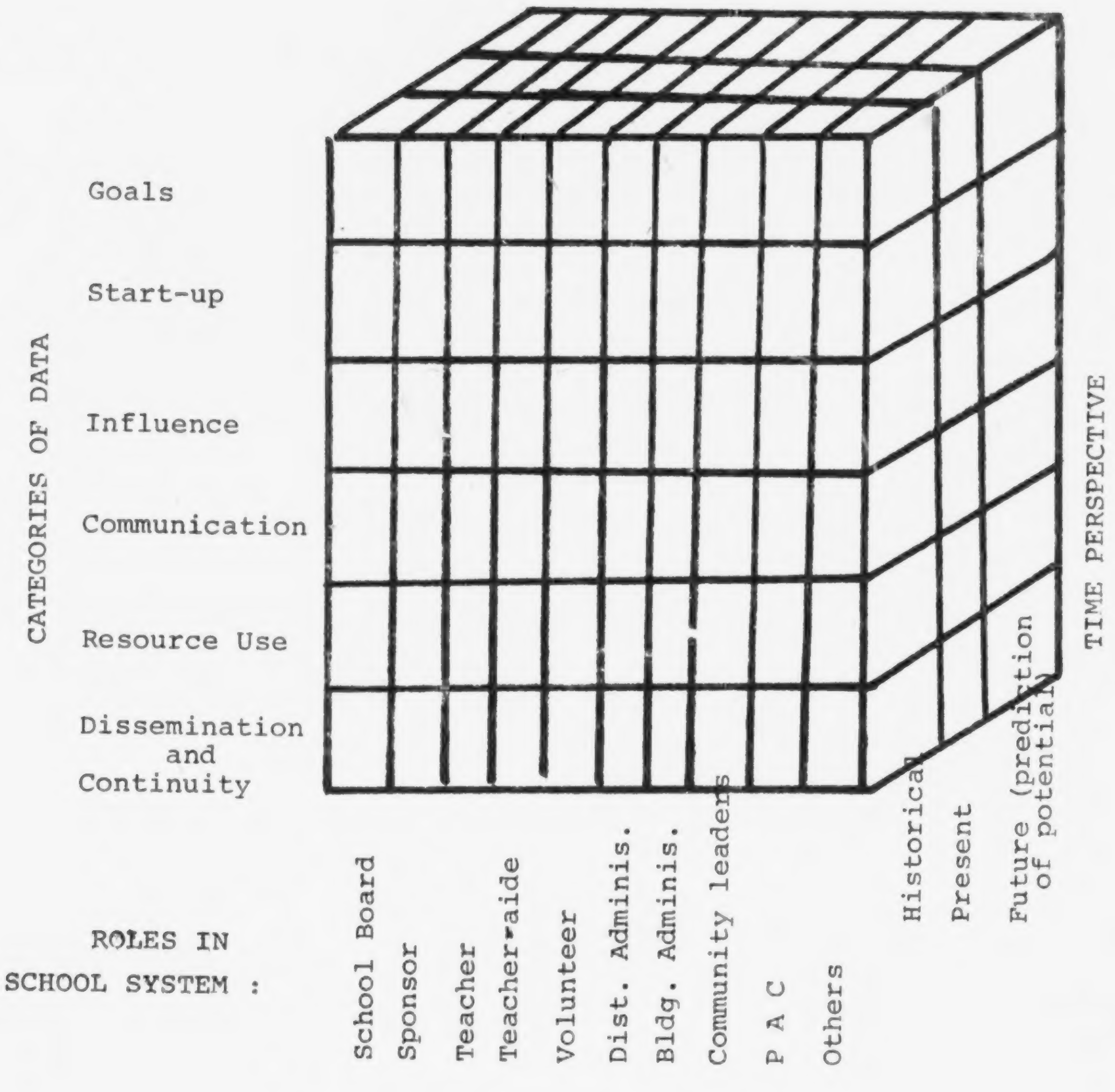
TABLE I

SCHOOLS INCLUDED IN PILOT STUDY

	School	Location	Sponsor	NTL Interviewer
1.	Junior Five	Trenton, N.J.	Behavior Analysis (Bushell, U. of Kansas)	Robert Chasnoff
2.	Cadwalader	Trenton, N.J.	Behavior Analysis	Robert Chasnoff
3.	Jonesboro (East & West)	Jonesboro, Arkansas	Florida Ed. Research and Dev. Council (Gordon, U. of Florida)	Duane Thomas
4.	Jefferson	Yakima, Washington	Florida Ed. Research and Dev. Council	Berkley Spencer
5.	Morton	Newark, N.J.	Early Childhood Educ. (Henderson, U. of Arizona)	Robert Chasnoff
6.	Several Schools	Ft. Worth, Texas	Early Childhood Educ.	Lee Van Horn
7.	Fulton	Philadelphia, Pa.	Educ. Dev. Center (Armington, Newton, Mass.)	Elmer Van Egmond
8.	Laurel	Laurel, Delaware	Educ. Dev. Center	Ralph Duke
9.	Harrison	Philadelphia, Pa.	Self-Implemented	Elmer Van Egmond
10.	Washington	Greeley, Colo.	Parent-Implemented	Berkley Spencer

Figure 2

MODEL FOR GATHERING OF DATA REGARDING SUPPORT SYSTEM VARIABLES IN SELECTED FOLLOW-THROUGH SCHOOLS



the development of interview and data-gathering activities, and as a guide to the classification of the information which was obtained. Thus, it was projected that it would be important to gather data about "goals" of the Follow-Through project as seen through the eyes of various role groups. It would also be relevant to discover how these perceptions of goals had changed over time, including predictions about the future.

Drawing upon this framework, a set of data-gathering activities was devised. It was proposed that the most efficient procedure would be to conduct a series of group interviews of about two hours, each. Groups would consist of a cross-section of persons operating at different levels within the role group. Thus the teachers' role group might be composed as follows:

2 Follow-Through teachers

1 Representative of the local teachers' organization

1 Non-Follow-Through primary teacher from the same building

2 Primary teachers from other buildings in the school system (who need not know about Follow-Through)

1 Upper grade teacher

1 Ancillary staff member from the Follow-Through building

The NTL consultant working with the Project Director made decisions about just who would be invited to each group, using such lists as that above as suggestive.

The data-gathering activities suggested for each of the groups included a set of structured exercises and activities which produced reactions, first, from each participant individually and then from the group through group discussion and interaction. (For details see the data-gathering package described in Chapter II and included in Appendix B.)

Each NTL interviewer and his associate were asked to keep records of the group process during the sessions, as well as the content of the discussions. Following the entire set of interviews, the interviewer wrote up his own summary of factors and forces affecting the support system within that school.

Much of the data was qualitative rather than quantitative. Statements about the various support system factors were excerpted from participants' interview forms, one statement per card. Similar cards were made up from the interviewers' reports, and from data from other sources. These cards were then sorted into clusters around similar problems. From this procedure, the following problem areas evolved:

1. The need for increased parent involvement
2. The need for improved in-staff communication and influence procedures
3. The need for better communication with others in the school systems and the larger community
4. The need for further personal and professional growth

5. Concern for the role of the "outsider"--the Sponsor's representative, the USOE, the general consultant, etc.

6. The need for clarification of the role of Follow-Through within the total program of elementary education in the school

In the following pages, a brief summary of the kinds of concerns that were identified under each of these problem areas is presented. For the purposes of feedback to the local school systems, the findings for each of these problem areas were summarized, and several charts were prepared for use on the overhead projector. An example of these summaries may be found in the Appendix where the data gathered about the Ft. Worth, Texas, project are presented in the form of discussion guides used in connection with the feedback session held in Ft. Worth. (Appendix E)

Problems Being Faced by Follow-Through Schools with Respect to their Support Systems

Parent Involvement. One of the chief characteristics of the various models being implemented in Follow-Through schools is parent participation. The range of influence varies from "some" to "a great deal", with most schools calling for more parent involvement. Several schools, however, sense confusion about the terms "influence" and "involvement", and while supporting the latter, they are somewhat hesitant about increasing the former.

There are several problem areas regarding parent involvement. Many schools mention the need for:

1. More and better information about Follow-Through to parents.

2. Better training for parents directly involved in the program.

3. Better approaches to attract and involve fathers in the program.

4. Greater sensitivity shown by staff members for parents directly or not directly involved in the program.

5. Clarification of the role of parents in the classroom (as teacher aides, volunteers, or visitors).

6. Examination of the role of the PAC with particular emphasis on its decision-making authority.

In-Staff Communication and Influence. Without exception, the schools feel that the Follow-Through staff should have a "considerable" to "a great deal" of influence.

Communication among staff members is an often-mentioned concern. Many staff members voice a need for role clarification, their own as well as other staff members. There is often confusion about various staff members' functions in, and extent of commitment to, the program.

Administrative commitment to the program also seems "shadowy" in many schools. Many staffs express a desire for the principal to exert more influence than he is presently exerting.

With only one exception, Follow-Through schools feel the influence of the PAC should be increased. Many respondents mention the need for "a better organized and more active PAC" with better communication and cooperation between the PAC and the rest of the staff.

Communication with Others. Every school involved in the study indicated a need to communicate the purposes and goals of Follow-Through to other teachers, schools, agencies, and the community in general. Increased communication with "others" is seen as serving a two-fold purpose:

1. More teachers, parents, and community leaders will become supportive of, and involved in, the program.
2. Community support will insure the continuation and development of the program in the district.

A first priority seems to be a clearer understanding of the program by all people presently involved in it. Secondly, the values and goals of Follow-Through should be disseminated to the community--"publicity" in the form of written material, the use of the mass media, and home visits by teachers and aides are most often suggested as means to the desired end.

Within the school system itself, there is an overwhelming need to acquaint and involve other teachers in the school with the Follow-Through program. In schools where communication has been a first priority, many non-Follow-Through teachers are utilizing the philosophy and methods of the program.

It appears that the PTA and the teachers' organization have not been involved at all in most schools; yet these groups are seen as potentially very influential.

The Role of the Outsider. Follow-Through schools generally express a reliance on federal funding for the continuation of the program. "Dependence" on outsiders, such as the sponsor and the office of education, resulted in hostility in only one school district studied. Many schools mention that Follow-Through has effected a change in education that would not be dropped even if outside consultation, extra materials, nutritional programs, and other special services were discontinued.

The U.S.O.E., State Department of Education, general consultant, and sponsor generally were seen as exercising a "considerable" to "a great deal" of influence. Most schools feel that the amount of influence should stay as it is or decrease slightly.

Personal and Professional Growth. There are specific growth goals which most Follow-Through respondents mention:

1. Improved internal and external communication
2. Improved training for classroom personnel (teachers, parent aides, parent educators)
3. Improved staff-parent-community relationships
4. Better understanding by all staff members of the model being implemented
5. Attitude changes which reflect involvement and commitment to the program

In addition to home visits by staff members and publicity about the program to the community, in-service workshops are mentioned as a means for attaining growth goals. Individual role, as well as cross-role, training sessions in the program, procedures, and goals of Follow-Through seem needed and desired. Clarification of role functions and relationships among various role groups should also be dealt with in the training sessions.

The Role of Follow-Through in Elementary Education. Most of the Follow-Through schools would like to see the Follow-Through program continue and expand in their area. This is often linked, however, to the continued availability of outside financing. One of the issues becomes, therefore, the making of important and essential contributions to the education of children which need to be continued even if federal funding is reduced.

School systems see community involvement as crucial for the continued support of Follow-Through in their district. Respondents seem convinced that community awareness of the values and goals of Follow-Through would enhance the possibility of local financial support.

When asked what is needed in order to improve the Follow-Through support system in their district, the following are most often mentioned:

1. Better communication and information (within the staff and to others)
2. More parent and community involvement

APPENDIX A

ILLUSTRATIVE DIAGNOSTIC DATA

CHAPTER II

DIAGNOSIS: WHERE DO THE PROBLEMS LIE?

What is Diagnosis and Why is it Important?

It is clear from the pilot study reported in the first chapter that Follow-Through schools vary a great deal in the attention they have given to cultivating their support systems. The data show that at least in the sample included in that study, a number of problem areas can be identified.

It is not clear, however, that each of these problems will be found in every Follow-Through school, nor is it likely that the specific nature of the problems that do exist will be the same from school to school. For these reasons it is wise for each school to engage in a process of diagnosis--of data-gathering--to discover what problems exist for us, and what the nature of these problems is.

Even more important, motivation to work on solutions to problems is likely to increase greatly if it is evident to those who are involved with a local Follow-Through project that the problems are, in fact, ours and are not theoretical problems that an outside consultant or administrator has suggested.

In the pilot study, local school staff and members of the community who were involved in the interview and data-gathering activities commented over and over again that they were pleased to have an opportunity to talk with their colleagues about the program, to raise questions, and to identify problem areas. Somehow the channels for communicating and for giving feedback within the program are not as open as they should be. A focused diagnostic effort may open up these channels and give the participants an opportunity to think together about some of the problems that have not been getting the attention they should.

Planning for Diagnosis

While informal group discussions may provide opportunity for the identification of support system problems, it is likely that a more carefully planned approach, using a variety of data-gathering techniques, will produce much more useful information.

In this effort, the role of the outside consultant may be of special significance. The outside consultant can provide a new perspective; can, because of his broad experience as a change agent with a variety of organizations and systems, provide an expertise regarding the range of possible variables to examine, instrumentation that might be valuable, and alternative entry strategies; and can serve as a catalyst in helping the system begin to look at itself.

A first step in diagnosis may be to identify some of the inquiry questions about the support system that the participants in the program feel are important. These may come from their own reflection on the program, or may be stimulated by a review of some of the kinds of problems the pilot study showed to be significant in other schools. The gathering of an initial set of data about these questions may, of course, lead to the raising of other, more sophisticated questions.

Included in the Appendix is a small packet of data drawn from the school systems which were in the pilot project. This packet may be used with a group of interested persons from a local Follow-Through project to illustrate what kinds of problems might prove to be important. (See Appendix A: Illustrative Diagnostic Data.)

A range of diagnostic techniques or tools may then be employed. Interview, survey, observation, role play, or many other techniques may be employed. The diagnostic group interview technique which was used in the pilot study is one effective way of gathering an initial set of data.

Diagnostic Group Interview

Through consultation with the local Project Director and other informants, the NTL consultant identified five clusters of people, representing a wide range of relationships to the Follow-Through project. These groups were:

1. Parents
2. Teachers
3. Administrators
4. Advisor-Consultant-Community Leaders
5. A Vertical group (superintendent through teacher)

Within each group were included 6 to 8 people representing those highly involved with Follow-Through to those knowing very little about the program.

Each interview session lasted about two hours. Groups were scheduled, one each, for morning, afternoon, and evening, over a two-day period. The NTL consultant recruited and had the assistance of an associate interviewer, drawn from the local community.

Each session included a series of tasks, usually requiring an initial private response on paper by each member of the group; then an opportunity to share through group discussion or a group task their various ideas. These tasks were approximately as follows:

-An exercise in which each person indicated his view of the goals of the Follow-Through project.

-An instrument dealing with perception of the amount of influence various persons or role-groups are seen to have, or should have, on decisions about the project.

-Open-ended discussion and questions around the initiation of the project.

-A "fantasy" in which participants describe their view of what the program should be like a year hence, and what would be needed to move in that direction.

-A joint recommendation task.

The administrator group was given the additional task of identifying the range of projects going on in their school system and assigning priority to them; and of developing a force-field around the improvement of Project Follow-Through.

Forms used in the diagnostic group interviews are included in Appendix B. In addition to forms used by the participants there may be found recording forms for the interviewers to note their observations about pre and post-session interaction, the content of the various discussion periods, and observations about the group process. (Additional copies of the forms labeled "Group Discussion Recording Form", and "Group Process Recording Form" were supplied so that there was one of each for each of the topics discussed.)

Participants were given pocket folders with the forms they were to complete inserted in one side. As they finished each discussion topic, these forms or notes for that activity were transferred to the other pocket.

At the end of the group session, each participant pasted his name tag on the outside of the folder and handed in the entire folder to the NTL consultant. The NTL consultant and his associate spent a few minutes after each session comparing notes and completing their records of the interview. In some cases it was found helpful to have taken a tape recording of the session, against which to check the recorder's notes, and from which verbatim statements could be taken to illustrate certain problems.

Diagnostic Interview with the Sponsor

As a part of the data-gathering about the project, an interview with the sponsor may be helpful. This can take place on the sponsor's home base and may involve many of his staff, whether or not they are directly connected with the project site under direct consideration. Or it may be that the sponsor's representative assigned to the local project may be the best informant.

We have summarized for you the interview schedule utilized in the pilot project for sponsor interviews as an additional resource for your use. (See Appendix C: "Diagnostic Interview Schedule for Interview with the Sponsor".)

CHAPTER III

RESOURCES FOR CONSTRUCTIVE ACTION - LABORATORY EXERCISES AND TRAINING ACTIVITIES

Following diagnostic activities in which some priority problems are identified, it is assumed that there will need to be planned a series of workshops or activities designed to work out solutions to the problems or to change the behavior of the participants in the direction of the goals.

In this chapter there have been gathered together a collection of exercises and training activities which might form a part of such workshops or laboratory sessions. While every Project Director, in-service educator, or organizational development consultant undoubtedly has knowledge of a variety of such exercises and, in fact, has had experience in designing workshop sessions, it may still be helpful to have a pool of such exercises and activities upon which to draw.

After the data had been gathered from the ten school systems in the 1969-70 pilot study and the six problem areas reported in Chapter I had been identified, a number of consultants from the NTL Institute joined with the Technical Advisory Committee for the project and the project staff in retrieving from available sources and brainstorming from their own ideas a variety of possible activities which might be helpful in relation to the problems. These are described in the Appendix. (See Appendix D: "Laboratory Exercises and Training Activities".) At first it was thought to organize them for easy access under the various problem areas. It was soon discovered, however, that many exercises could be used in relation to several problems. A better scheme proved to be to relate the exercises to various stages of the problem-solving process. The materials, therefore, are organized according to the following scheme:

Section A: Activities related to developing motivation
Section B: Diagnostic activities; procedures for problem identification
Section C: Planning for problem-solving; developing action plans
Section D: Working on the problem; taking action
Section E: Evaluation

Many of the exercises have been developed or adapted especially for Follow-Through situations; others have more general applicability. It is hoped that as this manual is used and further experience gained in the designing of laboratory sessions directed toward the solution of support system problems in Follow-Through schools, there will emerge additional resources of this type which may be added to the manual.

CHAPTER IV

DESIGNING A SESSION

General Considerations

The detailed plan for conducting a workshop or laboratory session is often referred to as the "design for the session". Elements of the design usually include:

1. A statement of purpose or purposes. This may include a statement of hoped for outcomes.
2. A listing of the sequence of activities in which the participants will engage, including sufficient detail so that it is clear how the group will proceed through the activity, what kinds of responsibilities need to be assumed by whom, and what kinds of resources and materials are needed.
3. A tentative time schedule for plans for a post-meeting reaction or feedback from the participants regarding their reactions to the session.

While initial designing may be done by a consultant or by the Project Director, it has usually proven wise to involve some of the participants in the initial planning. They can certainly be helpful in clarifying the purposes for the session and they have useful reactions to the means proposed for implementing the plan for achieving such objectives.

The design is usually shared with the participants as a part of the Introduction to the session. This is frequently done by placing the tentative schedule on newsprint so that it can be referred to occasionally as the workshop proceeds.

Sample Design

In Appendix E is included a brief report on one such laboratory session. Following the gathering of data in the pilot project, a feedback session was held with each of the school systems involving all those people who had a part in supplying the original data. A "Report on the Data Verification and Utilization Session for Project Follow-Through, Ft. Worth, Texas" is presented as representative of these sessions. Included are descriptions of the pre-planning steps taken, the design for the session, and a brief summary of some of the results. It is possible that a similar session might be appropriate in any system which undertakes some general diagnostic activity, as a first step in identifying priority problems on which to take further action.

This data verification and utilization session was a one-day affair. Other activities will undoubtedly range from brief one to two-hour periods through two-week workshops in which an extensive series of activities on a variety of problems may be planned.

As this manual is further developed, it is hoped that consultants or project staff members who create designs of various types for workshop activities directed toward improving aspects of the support system will share these designs so that they may be subsequently included in this manual.

ILLUSTRATIVE DIAGNOSTIC DATA

(Obtained from Selected Follow-Through
Schools in the 1969-70 Study)

I. Regarding the role of Follow-Through in the program of elementary education in the district:

Inquiry question 1: How much of a range of ideas is there about what the important features of the Follow-Through program are?

Example: A list of some of the features and services a cross-section of informants in one school district attributed to Follow-Through is found on the following chart:

SERVICES AND FEATURES WE THINK ARE IMPORTANT IN FOLLOW-THROUGH

Feature	Number of persons Who mentioned it
Groups Served -	
Sustain benefits of Head Start	8
For low income families and their children	4
For children who are not at the same level of maturity and understanding as their peers	1
Physical Organizational Characteristics -	
Adult-pupil ratio reduced (smaller classes, teacher aides, foating teaching, etc.	5
More time for child in the classroom, extended school day; extension of kindergarten	6
More equipment and materials available	2
School serves as coordinator of community resources for each F-T pupil and his family	2
Model for what all early elementary education should be	1

Schoolroom Climate Program -

More individual attention	12
Help child develop his academic potential so he can compete	4
Give child positive view of self; help him establish his identity; overcome shyness	3
Teaching of Spanish	0
Enrich school programs	3
Master basic reading skills	6
Overcome language barrier	0
Provide background information and concepts	2
Provide emotional help to child	2
Active learning, examining, and seeking; more field trips	1
Help child relax	4
Help child get along with other children	2
Concern for all factors which affect a a child and his learning	7

Other Services -

Medical, dental and other health services	3
Nutrition - lunches	3
Psychological services	3
Social work services	3

Parent Involvement -

Parents more involved in their child's education (e.g. classroom observers, participants, aides; role in decision-making)	13
Bridge a gap between home and school	2

Inquiry question 2: How important is Follow-Through seen as a way to improve the educational program of the district?

Example: In one district, a group of administrators, including the superintendent, representatives of central office staff, the building principal, and the Follow-Through project director ranked the Follow-Through project second among the ten special projects they had going in the district:

IMPORTANCE OF FOLLOW-THROUGH AMONG THE SPECIAL PROJECTS OF THE DISTRICT AS SEEN BY ADMINISTRATORS

Rank Order	Project
1	Title I
2	Follow-Through
3	Bilingual Program
4	Time to Explore
5	Counter Action - Summer Club
6	Central Cities
7	Teacher Corps
8	Sports Program
9	Partners in Education
10	Head Start

II. Regarding Parent Involvement in Follow-Through

1. Is parent involvement beneficial?

   Sample comments from one district:

   "Because parents are involved, there are fewer discipline problems."

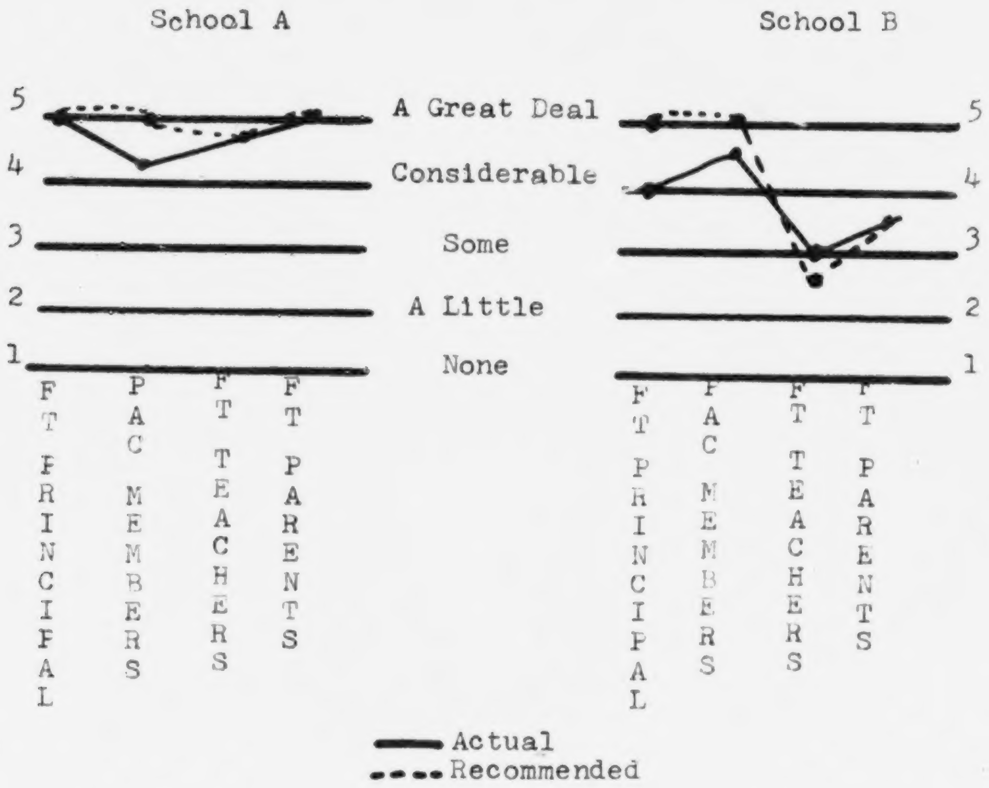
   "The child can progress at his own rate with the use of parents in the classroom to reduce the teacher-child ratio."

   "Parents try to see that their home environment is not in conflict with what their child learns in the program."

2. How much influence on the program should parents have?

   Comparative data from two different districts shows that there can be a difference of opinions on this one:

INFLUENCE OF PARENTS ON DECISIONS



3. How could parent involvement be improved?

Sample comments from various districts:

"Parents need a structured orientation to Follow-Through and the approach being implemented. With this knowledge they will be confident and willing to participate in the program."

"More acceptance on the part of teachers to have parents in the classroom."

"More written material about the program should be sent to parents."

III. The Role of Outsiders

The Follow-Through program is unique in making available to the local school system a considerable variety of outside resources in supporting an innovative change effort. These resources are sometimes seen as helping, supporting, intervening, directing, or controlling. The U. S. Office of Education, the State Department of Education, the general consultant, and the sponsor are all examples of such outside change agents.

Inquiry question: How do participants in the Follow-Through project feel about the amount of influence exerted by outsiders?

Data from one school system, by way of example, show that of all the persons or groups seen as being involved in decision-making about the Follow-Through project, it is the "outside" influencers that are most likely to exercise more influence than the people responding to the question thought they should have. (See chart "Whose Influence Should Be Changed?")

IV. In-Staff Communication and Influence

Inquiry question 1: How much influence do you feel is being exerted by the following individuals and role groups? What do you see as the amount of influence they should have? (A 5-point scale was used for this purpose: 1 - None; 2 - A Little; 3 - Some; 4 - Considerable; 5 - A Great Deal.)

Data from one school is found in the chart: "Influence of Persons and Groups".

Inquiry question 2: What changes do you recommend to increase the degree and effectiveness of in-staff communication?

Sample comments from one district:

"There should be horizontal and vertical information dissemination on goals and values of the program."

"There should be more cooperation between staff, PAC, and the Board of Education."

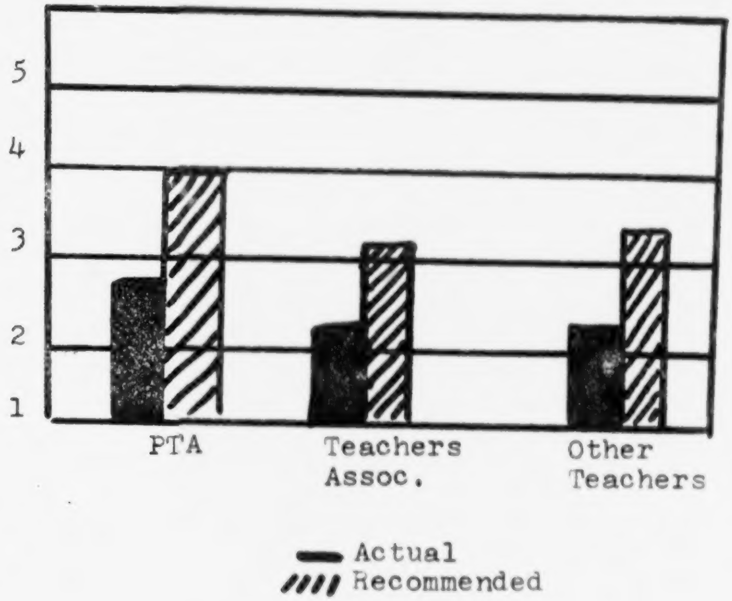
"The Director should unite various role groups and schedule staff meetings for all personnel."

V. Involvement of and Communication with others Outside the Follow-Through Staff

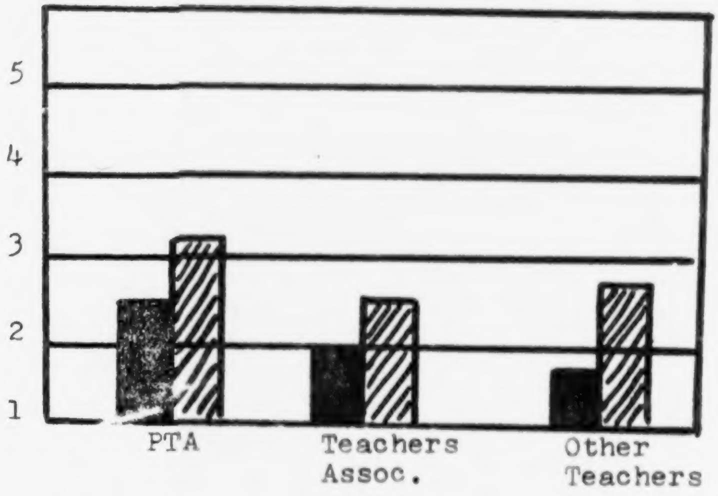
Inquiry question 1: What specific groups should have more influence in the program's operation?

Comparative data from two schools show that the PTA, Teachers' Association and Non-Follow-Through teachers should have more influence.

School A



School B



Inquiry question 2: What suggestions can be made for improving communication with those people not directly involved in Follow-Through?

Sample comments illustrate several suggestions made by respondents:

"People from the community could be utilized in the classroom - they could share experience of trips, jobs, etc."

"Provide for observation by teachers outside the project. They should also be invited to in-service workshops."

"The media should be used to explain the methods and goals of the program."

"....openness to the 'outside world' in Follow-Through classrooms. Visitors and parents should be welcomed into the classroom as observers and participants."

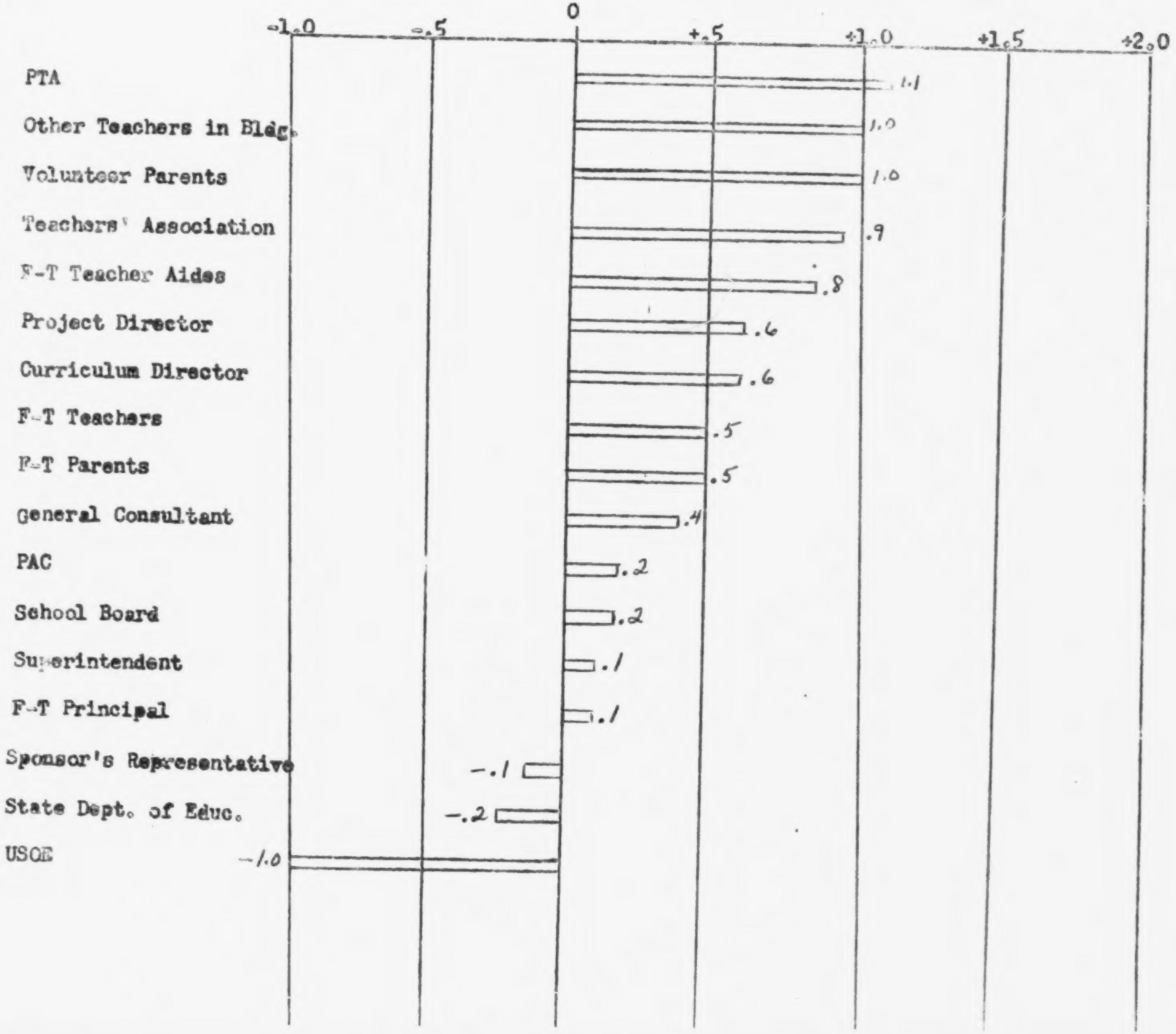
VI. The Need for Personal and Professional Growth

One problem which emerged in most of the Follow-Through schools studied was the need for increased opportunities for personal and professional growth on the part of Follow-Through teachers, their principal, members of the PAC, parents of Follow-Through children, and other participants in the program.

The attached listing identifies some of the areas of need, as they were seen by the people in one of the Follow-Through programs studied. (See chart "Needs for Personal and Professional Growth".)

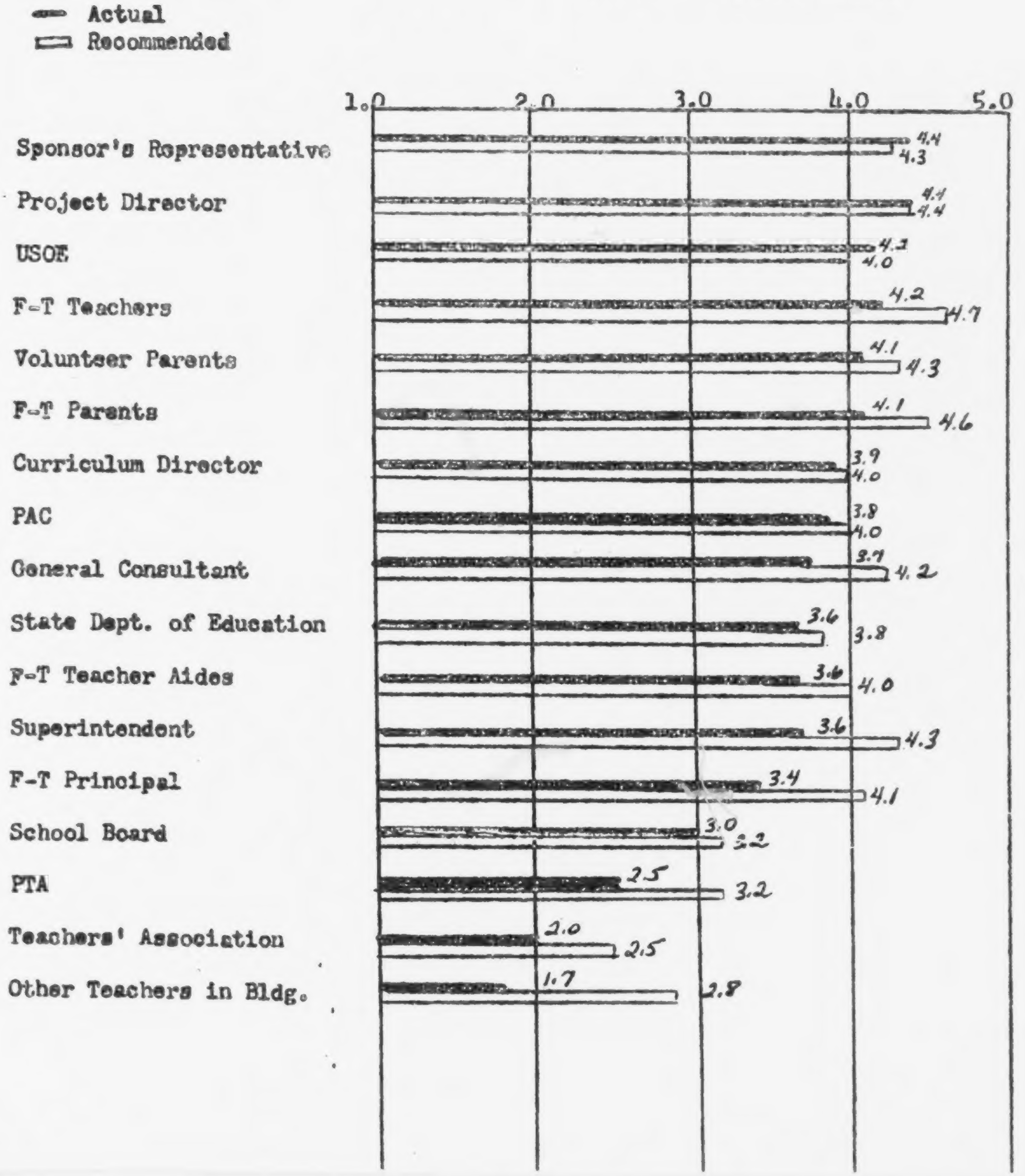
WHOSE INFLUENCE SHOULD BE CHANGED?

(Discrepancy found by subtracting the level of influence a person or group has from the level he should have. Based on overall means.)



INFLUENCE OF PERSONS AND GROUP

(based on overall means)



NEEDS FOR PERSONAL AND PROFESSIONAL GROWTH

1. Increase positive parent-teacher relationships

   "Some teachers believe parents are trying to take over, but we are not."

   "Parents need more support from the teachers in the program."

   "More understanding between teachers and parents is needed."

2. Increase understanding and support from the principal

   "The principal needs to take part and show more of an interest in the program."

   "We need more understanding from our principal."

   "The principal should be working with Follow-Through."

3. Increase in teacher understanding of the program

   "We need better teachers who are familiar with the techniques needed to implement the Sponsor's approach."

   "Teachers need a better understanding of the program and its goals."

   "There is a real need for better trained teachers of reading."

4. Improve the teacher-teacher aide relationships

   "Teachers and teacher aides need to work out role descriptions and role expectations."

   "More attention should be given to group dynamics skills."

   "Teacher aides need to feel they are doing something important; teachers need to be more skillful in using teacher aides wisely."

Overview of Group Interview
Materials Included in This Exhibit

For four of the interview sessions a similar schedule of activities and set of forms was used. These groups were the:

1. Parents
2. Teachers
3. Advisory-Consultant-Community Leaders
4. Vertical Group

The suggested composition of these groups, the schedule of activities, and the appropriate forms used with the participants follow this page.

Next, the forms used by the interviewer and the associate interviewer in recording their own observations about the content and process of the group interaction are included.

Finally, the schedule and forms used with the administrator group are presented.

APPENDIX B

INSTRUMENTATION FOR GROUP INTERVIEWS

Group Being Interviewed:

PARENTS

Composition of Group:

1 - Active Follow-Through parent

1 - Member, Parent Advisory Committee

1 - Parent of non-Follow-Through child

1 - Representative (officer?) of PTA

1 - Volunteer parent aide in Follow-Though class

1 - Parent-home coordinator

1 - Inactive Follow-Through parent

1 - Parent from eligible poverty group, but having only older children ineligible for Follow-Through

Recorder: ______________________ Interviewer: ____________

Interview held on ____________ (date) at ___________ (time) Place ________

Group Being Interviewed:

TEACHERS

Composition of Group:

1 - Representative of local teachers organization

2 - Follow-Through teachers

1 - Other primary teacher from same building

2 - Other primary teachers from other buildings--need not know about Follow-Through

1 - Upper grade teacher from Follow-Through building

1 - Ancillary staff member from Follow-Through building

Recorder:______________________ Interviewer:____________________

Interview held on:________________ at___________ Place____________
(date) (time)

Group Being Interviewed:

ADVISORY-CONSULTANT-SCHOOL COMMUNITY LEADER

Composition of Group:

1 - Sponsor's representative

1 - Chairman of Parent Advisory Committee

1 - State Department of Education representative (General Consultant or USOE Project Officer)

1 - Representative of a local poverty program

1 - Representative of the Welfare Council

1 - Representative of local medical or dental association who serves this school community

1 - Other school-community leader

Recorder_________________________Interviewer__________________

Interview held on_______________at____________Place____________
(date) (time)

Group Being Interviewed:

VERTICAL GROUP

Composition of Group:

1 - Superintendent or Assoc. Superintendent from Central Office

1 - Follow-Through Project Director

1 - Principal of Follow-Through School

1 - Follow-Through teacher

1 - Follow-Through teacher aide

1 - Sponsor's representative

1 - Member of Parent Advisory Committee

1 - Non-Follow-Through parent

Recorder__________________________Interviewer________________

Interview held on______________at____________Place_____________
(date) (time)

SCHEDULE OF ACTIVITIES

(3 min.) 1. Introduction

(10 min.) 2. "What Would You Say?" - Participants are asked to write a one-page response to a confronting question.

(10 min.) 3. Discussion-Sharing of ideas about responses.

(10 min.) 4. "Influence" - Participants are asked to react individually to questionaire asking how much influence various persons or groups have and how much they should have on decisions about Follow-Through. (see packet)

(17 min.) 5. Discussion - Sharing of ideas about influence. Interviewer uses probe questions as needed:

--Who's really in charge of Follow-Through in this school? In this school district?

--If we were to change the question from "How much *influence* on decisions about Follow-Through" to "How much should the various persons or groups be *involved* in the Follow-Through program?", would your answer be any different? Who's been involved? In what ways? Who should be involved?

--Thinking back to the beginning of the project, do you think there have been any major changes in the patterns of influence?

(15 min.) 6. "Open-ended Discussion Questions" - Participants share their ideas in open discussion. (see packet)

(20 min.) 7. "Fantasy" - Participants individually write responses to the five questions. (see packet)

(10 min.) 8. Discussion - Fantasies are shared.

(15 min.) 9. "Joint Recommendation Task" -

(a) Group develops and records on newsprint a list of what needs to happen to improve the Follow-Through program in this district.

(b) Group then agrees upon the most important thing that needs to be done.

WHAT WOULD YOU SAY? You are involved in a discussion of Follow-Through. What might you be saying about what it is? How do you think you might describe it? What can it do for children? How is a Follow-Through classroom different from other classrooms? Jot down your main points here:

INFLUENCE: How much influence on decisions about Follow-Through in this school do you think each of the following persons or groups now have? Please indicate how much influence each person or group has by circling the appropriate number.

	None	A Little	Some	Considerable	A Great Deal	Don't Know
1. Parents of children in F-T classes	1	2	3	4	5	X
2. The Parent-Teacher Association	1	2	3	4	5	X
3. Policy Advisory Committee	1	2	3	4	5	X
4. Volunteer Parents help-in F-T classrooms	1	2	3	4	5	X
5. Teacher-aides	1	2	3	4	5	X
6. Follow-Through teachers	1	2	3	4	5	X
7. Other teachers in this school	1	2	3	4	5	X
8. The teachers' assn.	1	2	3	4	5	X
9. Project Director	1	2	3	4	5	X
10. Principal in this school	1	2	3	4	5	X
11. Curriculum director or Coordinator	1	2	3	4	5	X
12. Superintendent	1	2	3	4	5	X
13. School Board	1	2	3	4	5	X
14. Sponsor's repre.	1	2	3	4	5	X
15. General consultant	1	2	3	4	5	X
16. State Dept. Educ.	1	2	3	4	5	X
17. U.S. Office of Educ.	1	2	3	4	5	X

Now, after you have made your judgments about the influence pattern as it presently exists, go back over the scales and indicate how much influence you think each of the persons or groups should have by drawing an arrow to the point on the scale representing the amount of influence. For example, if you think "parents of children in Follow-Through classes" now have "a little" influence and you think they should have "considerable" influence, the first item on the scale would look like this:

1. Parents of children in F-T classes   1 [✓ 2] → 4   3   4   5   X

If you think the amount of influence should stay the same, just put another circle around the number:

1 [✓ 2] 3 4 5 X

OPEN-ENDED QUESTIONS: We are interested in gaining as many different perspectives as possible with regard to such questions as the following:

1. How do you think the program got started in your district, July, 1968?

2. What pain or pleasure was involved in getting the program started?

3. How do you think the decision was made about choice of model and sponsor?

4. What do you think are the chief characteristics of the model you are trying to implement?

5. Do you feel your school has had any influence on changing the model?

6. What criteria were used in selecting your school and teachers to participate?

FANTASY: Assume that there are no obstacles to the growth and development of Follow-Through. Describe the things you see going on one year from now that make you pleased with the program as it has developed.

What are some things that need to be changed if your fantasies are to come true?

Now, being realistic, what do you actually predict for the future of Follow-Through in your distict?

What do you predict would happen if outside sponsorships and financing were to be greatly reduced next year? What would happen to the program? What changes would occur?

What do you see yourself doing in relation to Follow-Through two years from now? (assuming program is continuing).

JOINT RECOMMENDATION TASK: The group is going to be asked to develop and record on newsprint a list of what needs to happen to improve the Follow-Through program in this district. In preparation for sharing with the group, they will be asked to jot down some of their own ideas about what needs to happen.

Forms Used by Interviewer and
Associate Interviewer to Record
Observations about Content and
Process of Group Interaction

PRE-MEETING INTERACTION: Observe the informal interaction before the meeting actually starts. Summarize WHO talked to WHOM about WHAT: General "feel" of "group", any significant process observations?

INTRODUCTION: Getting acquainted. Record any significant interaction or process observations.

GROUP DISCUSSION RECORDING FORM

Interview Activity: ______________________________

Specific Topic	Who's Idea?

GROUP PROCESS RECORDING FORM

Interview Activity____

Actions or feelings -- positive or negative? Support? Indifference?

Observation about the interaction -- special roles played, etc.

INTERVIEWER REACTIONS: (To be completed by the interview team immediately following each group interview. These questions are designed to gain your over-all impression of this group session).

1. What additional questions do you think need to be asked in order to gain a clearer understanding of the support system in this school for the Follow-Through project?

2. Nature of sociometric interaction in the group just interviewed:
   -label circles with roles represented
   -indicate lines of communication and direction by use of connecting arrows
   -indicate positive or negative affect by putting a "+" or "-" above each line.

Recorder's Form

3. Rating of extent of information and overall involvemen in Follow-Through evidenced by various persons in the group.

	Informed			Involved		
Role	Not Informed	Somewhat Informed	Well Informed	Not Involved	Somewhat Involved	Very much Involved
________	1	2	3	1	2	3
________	1	2	3	1	2	3
________	1	2	3	1	2	3
________	1	2	3	1	2	3
________	1	2	3	1	2	3
________	1	2	3	1	2	3
________	1	2	3	1	2	3
________	1	2	3	1	2	3
________						

4. Rating of dependence-independence in so far as involvement in Follow-Through is concerned:

Role	Very Dependent	Inter Dependent (Collaborative)	Counter Dependent (Seeks Control)
________	1	2	3
________	1	2	3
________	1	2	3
________	1	2	3
________	1	2	3
________	1	2	3
________	1	2	3
________	1	2	3

POST-MEETING INTERACTION: Brief summary of WHO talked to WHOM about WHAT:

General "feel" of group during post-meeting interaction (enthusiastic, bored and wanting to get away, pleased about the meeting, interested in talking to each other about the other things).

Group Being Interviewed:

ADMINISTRATORS

Composition of Group:

1 - Superintendent of Schools

1 - Federal Projects Administrator

1 - Follow-Through Project Director

1 - Follow-Through School principal

1 - Elementary curriculum Coordinator

2 - Principals from non-Follow-Through elementary schools

Recorder________________________ Interviewer__________________

Interview held on ____________ (date) at ___________ (time) Place____________

SCHEDULE OF ACTIVITIES

I. Influence and Interest in Follow-Through

(3 min.) 1. Introduction

(10 min.) 2. "Influence" Questionaire

Advise group that we first want to get some of their reactions as to who is involved and influential in the Follow-Through Program. As a "warm-up", please, individually complete the "Influence" questionaire. (If any person in this administrative group has also been a member of another group in which this instrument has been used, suggest that he fill it in again because he will want to use it as background for the group discussion.)

(3 min.) 3. Additions to list of who is involved and influential. (Group task)

Place on newsprint the following chart:

PERSON OR GROUP	RANK ORDER	
	INFLUENCE	INTEREST
1. Parents of children in Follow-Through classes		
2. The Parent-Teacher Assn.		
3. Parent Advisory Committee		
4. Volunteer parents helping in Follow-Through classrooms		
5. Teacher aides		
6. Follow-Through teacher		
7. Other teachers in this school		
8. The Teachers' Association		
9. Project Director		
10. Principal of Follow-Through School		
11. Curriculum Director or Coordinator		
12. Superintendent		
13. School Board		
14. The Sponsor's representative		
15. General consultant		
16. State Department of Education		
17. U.S. Office of Education		
18.		
19.		

Ask the group to add the names of any persons or groups that they think should also be considered as "interested" or "influential" in the Follow-Through project.

(15 min.) 4. Rank order on "influence" and "interest"

Through group interaction determine a rank ordered list with regard to:

Which are the first five who exercise the most influence on decisions? (number 1, 2, 3, 4, 5.) Which are the five who exercise the least influence? (number 17, 16, 15, 14, 13.)

Which five are most interested? Which five are least interested?

(5 min.) 5. Affective reaction: How do you feel about the state of affairs represented by the rank ordered list?

II. School District Priorities

What priority does Follow-Through have among the various projects in which the district is now involved?

(10 min.) 6. Individual Worksheet

On the sheet "School District Priorities", have each participant, without discussion, list current projects, as he knows them, estimate extent of local and outside funding, and rank order the list.

(15 min.) 7. Group Concensus

Ask each individual not to alter his own worksheet in any way, (his original reactions will be helpful data), but using it as source material in contributing to the following group tasks:

a) Consolidate lists to make a single inventory of projects on newsprint.

b) Through group discussion, arrive at a concensus, on the rank ordering of the various projects, in terms of "which of the projects is making the biggest contribution to the improvement of education in this district?"

III. How the Program Got Started

(30 min.) Conduct an open-ended discussion around the following questions. (Probe frequently to get a variety of points of view; support diverse opinions, or how it appears from different perspectives.)

8. How did the program get started in your district?
9. Why did your system apply to be a part of Follow-Through?
10. How was the decision made about choice of model and sponsor?
11. What are the chief characteristics of the model you are trying to implement?
12. Do you feel your district has had any influence on the model?
13. Has it been changed to fit your district?
14. What criteria were used in selecting schools and teachers to participate?
15. What pain or pleasure was involved in getting the program started?
16. How does Head Start relate to Follow-Through in your district?
17. Has there been any change in the district's financial support vis-a-vis Follow-Through since the program started?

IV. Force Field

(20 min.) 18. Place the following chart on newsprint:

Field of Forces
Supporting and/or Resisting the
Development of an Effective
Follow-Through Project

→ Goal

Forces Supporting →	← Forces Resisting

Now, through group discussion help the participants identify the forces in their district which they see at this time as resisting and/or supporting the development of Project Follow-Through.

Upon completion of the force field, discuss any reactions.

V. Prediction

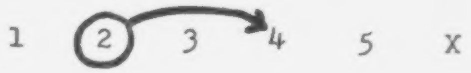
(10 min.) 19. What do you predict for the future of Follow-Through in your district?

INFLUENCE: How much influence on decisions about Follow-Through in this school do you think each of the following persons or groups now have? Please indicate how much influence each person or group has by circling the appropriate number.

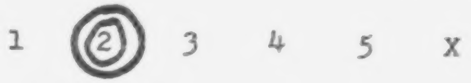
	None	A Little	Some	Considerable	A Great Deal	Don't Know
1. Parents of children in F-T classes	1	2	3	4	5	X
2. The Parent-Teacher Association	1	2	3	4	5	X
3. Policy Advisory Committee	1	2	3	4	5	X
4. Volunteer parents helping in F-T classrooms	1	2	3	4	5	X
5. Teacher-aides	1	2	3	4	5	X
6. Follow-Through teachers	1	2	3	4	5	X
7. Other teachers in this school	1	2	3	4	5	X
8. The teachers' assn.	1	2	3	4	5	X
9. Project Director	1	2	3	4	5	X
10. Principal in this school	1	2	3	4	5	X
11. Curriculum director or Coordinator	1	2	3	4	5	X
12. Superintendent	1	2	3	4	5	X
13. School Board	1	2	3	4	5	X
14. Sponsor's repre.	1	2	3	4	5	X
15. General consultant	1	2	3	4	5	X
16. State Dept. Educ.	1	2	3	4	5	X
17. U.S. Office of Educ.	1	2	3	4	5	X

Now, after you have made your judgments about the influence pattern as it presently exists, go back over the scales and indicate how much influence you think each of the persons or groups should have by drawing an arrow to the point on the scale representing the amount of influence. For example, if you think "parents of children in Follow-Through classes" now have "a little" influence and you think they should have "considerable" influence, the first item on the scale would look like this:

1. Parents of children in F-T classes



If you think the amount of influence should stay the same, just put another circle around the number:



WORKSHEET ON SPECIAL PROJECTS
IN THIS SCHOOL DISTRICT

What special projects are currently being worked upon in this school district? Please list those that you know about. Then estimate the best you can, the approximate proportion of the funds for each project that come from local sources, and the proportion from outside sources. Last, place a rank-order number in the right hand column indicating your judgement as to "which of the projects is making the biggest contribution to the improvement of education in this district?" (1 = highest contribution; 2 = next highest; etc.)

	Source of Funds		Contribution to Educ. Improvement (Rank-Order)
Name of Project	Local	Outside	
1.	%	%	
2.	%	%	
3.	%	%	
4.	%	%	
5.	%	%	
6.	%	%	
7.	%	%	
8.	%	%	
9.	%	%	
10.	%	%	

The interviewer and associate interviewer will use the standard forms for recording their observations about the content and process of group interaction. (These are included in the earlier part of this exhibit.) Since more of the Administrator group's activities are oral, it is especially important that the content of what is discussed in the group be accurately recorded.

APPENDIX C

SPONSOR'S INTERVIEW

DIAGNOSTIC INTERVIEW SCHEDULE
FOR INTERVIEW WITH THE SPONSOR

1. The Model

   a. What are the main features of your model? (See also written materials prepared by the sponsor regarding his model.)

   b. Do you see your model as being concerned with, or focused on, support system variables in any way? (e.g. parent involvement, community understanding, orientation of administrators, etc.)

2. Intervention Mechanics

   a. Who took the initiative and how were the first contacts made?

   b. Describe the early events in getting started with this system.

   c. Did the system buy the model as a package?

   d. Was there training of key people?

   e. Did the sponsor influence the appointment of teachers and staff?

   f. What did you see as the role of the sponsor in getting the program accepted and rolling?

   g. What initial resistance and support did you encounter? (Creating a force field diagram may be helpful.)

3. Information about current linkage between the sponsor and school

   a. Who are the Sponsor's representatives who work with this school system?

b. How much time do they spend in the school? On what schedule?

c. What is their role?

d. Are they on call?

e. What resources does the Sponsor provide?

f. What arrangements are there for feedback? (bothways)

4. Patterns and sources of support for continuation, maintenance, improvement, and extension?

    a. What initiative has the school taken to request help? (examples)

    b. How is the Policy Advisory Committee working?

    c. Describe the mechanics for keeping other administrators and teachers in the system involved?

    d. Describe the mechanisms for communication between the various schools using your model.

    e. Is there any evidence of spread of Follow-Through ideas into other classrooms?

    f. If outside funding stopped, what are the chances of local support?

5. Patterns and sources of resistance to adoption, or forces toward modification of the model

    a. Describe pressure groups that have influenced the program adversely.

b. Facilities?

c. Issues?

6. Images of Improvement

In what ways do you see the program in this school district improving in the year ahead?

7. How can this project be helpful to you as Sponsor?

APPENDIX D

RESOURCES FOR CONSTRUCTIVE ACTION - LABORATORY EXERCISES AND TRAINING ACTIVITIES

LABORATORY EXERCISES AND TRAINING ACTIVITIES

Section A: Activities Related to Developing Motivation

- A-1 Following Directions
- A-2 Who Am I?
- A-3 Tinker Toys

Section B: Diagnostic Activities - Problem Identification

General Diagnosis of Problems

- B-1 "Actual-Ideal" Survey
- B-2 Survey Questionnaire

Diagnosis of Problems of Group Operation

- B-3 Observation Outline
- B-4 Five-Point Scale Questionnaire

Role Diagnosis and Analysis

- B-5 Echo Exercise
- B-6 Role Perception Analysis

Section C; Planning for Problem-Solving, Developing Action Plans

Deriving Action Implications from Research Findings

- C-1 Model for Problem-Solving
- C-2 Model II for Problem-Solving
- C-3 Problem-Solving from Expectation-Disappointment Lists
- C-4 Force Field Problem Analysis

Planning for Greater Utilization of Outside Resources

- C-5 Programmed Text for Community Groups Not Involved in Follow-Through
- C-6 Utilizing Gatekeepers

Section D: Working on the Problem - Taking Action

Improving the Decision-Making Process

D-1 "Lost on the Moon" Exercise
D-2 Decision-Making Exercise
D-3 Fishbowl Exercise

Offering and Using Resources of the Group

D-4 Cooperative Squares Game
D-5 Tower Building Exercise
D-6 Brainstorming Exercise

Clarifying Role Expectations and Relationships

D-7 Clarifying Consultation Skills
D-8 Clarifying Organizational Relationships
D-9 Role Perception Analysis
D-10 Role Reversal Exercise
D-11 Role Play of Expectations
D-12 Fantasy Play of Role Expectations
D-13 Fantasy Play
D-14 Fantasy Play

Improving Communication Between Role Groups

D-15 Two-way Communication Exercise
D-16 Intergroup Communication Exercise
D-17 Listening and Understanding Exercise
D-18 Sociometric Influence Exercise
D-19 Verbal Interaction Exercise

Building Trust between Individuals and Role Groups

D-20 "The Prisoner's Dilemma"
D-21 Trust Continuum Exercise
D-22 Group Start-Up Exercise

Developing and Clarifying Goals

D-23 Clear and Unclear Goals
D-24 Individual Analysis of Goals Survey

Examining Problems of Group Cohesion, Influence of Members

D-25 Empathy Exercise
D-26 Behavior Stles Exercise
D-27 Life Goals Exercise
D-28 Analyzing Group Relationships
D-29 Survey of Perceptions of Self and Group Members

Section E: Evaluation

E- 1 Meeting Evaluation - Rating Scales
E- 2 What Happened in the Session?
E- 3 End-of-Meeting Evaluation Sheet
E- 4 Post-Meeting Evaluation

SECTION A:

ACTIVITIES RELATED TO DEVELOPING MOTIVATION

A-1 Following Directions

A-2 Who Am I?

A-3 Tinker Toys

NUMBER: A-1 TITLE: FOLLOWING DIRECTIONS

Objective: This exercise is a joke to be used early in a session as an icebreaker.

Population: Any Follow-Through members

Estimated Time Required: 15-30 minutes

Description of Activity:

1. Introduce the activity by saying, "We are going to take a test." Build up the idea of a formal testing situation (e.g. check to see that everyone has a pencil, stress time limit, etc.).
2. Distribute the test (attached sheet) face down, look at your watch and give the signal to begin.
3. Watch the participants to see who catches on to the joke immediately and who does not.
4. When participants are finished, you may want to go immediately to something else. If the group wishes to discuss the experience, you may want to consider the following ideas:
    - a. What does this say about the ability to follow direction?
    - b. What were the prime motivators in the experience?
    - c. How is performance altered by a testing procedure?
    - d. What was your feeling toward the tester?

A MEASURE OF DIRECTION-FOLLOWING ABILITY

Three-minute test

---

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of the paper.
3. Circle the word "name" in the second sentence.
4. Draw five small squares in the upper left-hand corner of this paper.
5. Put an X in each square mentioned in number 4.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title, write "yes, yes, yes."
9. Put a circle around sentence number 7.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you just made.
12. On the back of this page, multiply 70 x 30.
13. Draw a circle around the word "paper" in sentence number 4.
14. Loudly call out your first name when you get to this point in the test.
15. If you think that you have carefully followed directions, call out "I have."
16. On the reverse side of this paper, add 107 and 278.
17. Put a circle around your answer to this problem.
18. Count out in your normal speaking voice from 1 to 10.
19. Punch three small holes in your paper with your pencil here . . .
20. If you are the first person to get this far, call out loudly, "I am the leader in following directions."
21. Now that you have finished reading carefully, do only sentences one and two.

NUMBER: A-2 TITLE: WHO AM I?

Objective: To use fantasy under conditions of partial deprivation in order to gain increased insight into important internal dynamics

Population: Any Follow-Through members

Estimated Time Required: 30-60 minutes

Description of Activity:

1. Ask everyone to assume a comfortable sitting position, preferably on the floor, to remove shoes and loosen tight belts or tight clothing.

2. Give the following instructions:

   "We want to shut out the outside world as much as we can. Sit comfortably, and in a few minutes I will ask you to listen to the sounds of your body. You may hear your breathing, or your heartbeat. Listen to these sounds for a while, and then slowly allow yourself to consider the question, "who am I?". Allow your mind to toy with this idea freely. Do not force your thoughts, or try to think about it; just let happen whatever happens, as in a fantasy or dream. I will clap my hands after about three minutes to let you know the time is up, and we can talk about it."

3. Allow three minutes.

4. If the group is small, let each person tell of his experience. If the group is large, ask them to form trios to share and understand the experience.

   (Typically the reports indicate an increased awareness of one's isolation, loneliness, and separation, on one's individuality and aliveness, and of one's mortality. The fantasies frequently take the form of symbolic imagery rather than words, often being a projection of some central problem the individual is working on.)

NUMBER: A-3 **TITLE:** TINKER TOYS

Objective: To relax participants with a nonthreatening game that allows for group participation and interaction

Population: Any Follow-Through members

Resources: A box of Tinker Toys for each group (instructions removed)

Estimated Time Required: 1 hour

Description of Activity:

1. Divide participants into groups of 10 to 12 members. Give each group a box of tinker toys.
2. Ask each group to work together to create a symbol of what their expectation for the workshop. ("What is it you want and hope to get out of it?")
3. After about 40 minutes, ask each group to explain their symbol to the other groups.
4. Entire group reassembles for introduction to process discussion. If the group is new to the experience, the following questions may serve as a guideline:
    a. Whose ideas were carried out?
    b. What ideas were not carried out and why?
    c. What leadership behaviors did you notice?
    d. How were decisions made?
    e. Did anyone feel left out?
    f. How did you feel if someone did not listen, or if your ideas were not accepted?

SECTION B:

DIAGNOSTIC ACTIVITIES - PROBLEM IDENTIFICATION

SECTION B:

DIAGNOSTIC ACTIVITIES - PROBLEM IDENTIFICATION

General Diagnosis of Problems

- B-1 "Actual-Ideal" Survey
- B-2 Survey Questionnaire

Diagnosis of Problems of Group Operation

- B-3 Observation Outline
- B-4 Five-Point Scale Questionnaire

Role Diagnosis and Analysis

- B-5 Echo Exercise
- B-6 Role Perception Analysis

NUMBER: B-1 TITLE: "ACTUAL-IDEAL" SURVEY

Objective: To assess the effectiveness of the Follow-Through project's organizational structure and management, using the "actual-ideal" survey

Population: A number of persons interested in looking at the way their Follow-Through project is functioning, either as a total organization or focusing on one of its sub-parts. This exercise can be one part of a larger workshop design, such as to facilitate generating back-home applications of learning. It also serves as a way to help persons identify problems. The application of this survey and data-sharing technique is quite broad.

Estimated Time Required: 1 hour

Description of Activity:

1. On a previously constructed survey questionaire, have all persons attending the session rate the organization as they see it now. Then fill out the same form from the point of view of how they would like the organization to be.
2. Tabulate the averages for "actual" and "ideal".
3. Discuss the data, verify them, assess their implications. (e.g. Are the data referring to symptoms or problems?)
4. The data discussion can take place first in role groups, then inter-groups and finally among all groups present. Representatives from groups can be used if many groups are attending.
5. Set priorities.
6. An imput on organizational dynamics may be helpful. Some important areas for presentation might be:
    a. the critical role of leadership and group processes in organization
    b. importance of collaborative problem-solving
    c. inter-group pressures and loyalties, group norms
    d. job enlargement and motivation
    e. the effects of hierarchy
    f. roles--differentiation and integration

NUMBER: B-2 TITLE: SURVEY QUESTIONAIRE

Objective: To diagnose problems which may affect the support system for the Follow-Through project

Population: Random sample drawn from school district officials and other community groups

Issue: Survey research techniques in connection with the building of support systems for Follow-Through projects can be used to gather information which can then be fed back to project planners who then utilize the information to build activities designed to strengthen the Follow-Through program in the community.

Resources: Questionaire

1. Design a short questionaire asking specific questions about what is known and not known about F-T, how people feel about what they do know, how they might react to certain kinds of programs, etc.

2. A random sampling from various types of groups allows for a more precise community picture.

3. Tabulate data and build specific activities to increase knowledge of, and support for, Follow-Through.

NUMBER: B-3 TITLE: "WHAT TO LOOK FOR IN GROUPS"-
OBSERVATION OUTLINE

Objective: To increase one's sensitivity to group process by effective diagnosis of group problems

Population: Any working group within the Follow-Through program (e.g. the Follow-Through staff, the PAC, etc.)

Issue: In all human interactions there are two major ingredients: content and process. The first deals with subject matter or the task upon which the group is working. In most interactions, the focus of attention of all persons is on the content. The second ingredient, process, is concerned with what is happening between and to group members while the group is working. Group process or dynamics deals with such items as morale, feeling, tone, atmosphere, influence, participation, styles of leadership, leadership struggles, conflict, competition, cooperation, etc. In most interactions, very little attention is paid to process, even when it is the major cause of ineffective group action. Sensitivity to group process will better enable one to diagnose group problems early and deal with them more effectively. Since these processes are present in all groups, awareness of them will enhance a person's worth to a group and make him a more effective group participant.

WHAT TO LOOK FOR IN GROUPS[1]

Below are some observation guidelines to help one process analyze group behavior.

PARTICIPATION - 1

One indication of involvement is verbal participation. Look for differences in the amount of participation among members.

1. Who are the high participators?
2. Who are the low participators?
3. Do you see any shift in participation, e.g. highs become quiet; lows suddenly become talkative. Do you see any possible reason for this in the group's interaction?

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[1] Philip G. Hanson, Ph.D., What To Look For In Groups, V. A. Hospital, Houston, Texas.

4. How are the silent people treated? How is their silence interpreted? Consent? Disagreement? Disinterest? Fear? etc.

5. Who talks to whom? Do you see any reason for this in the group's interactions?

6. Who keeps the ball rolling? Why? Do you see any reason for this in the group's interactions?

INFLUENCE - 2

Influence and participation are not the same. Some people may speak very little, yet they capture the attention of the whole group. Others may talk a lot but are generally not listened to by other members.

7. Which members are high in influence? That is, when they talk others seem to listen.

8. Which members are low in influence? Others do not listen to or follow them? Is there any shifting in influence? Who shifts?

9. Do you see any rivalry in the group? Is there a struggle for leadership? What effect does it have on other group members?

DECISION MAKING PROCEDURES - 3

Many kinds of decisions are made in groups without considering the effects of these decisions on other members. Some try to impose their own decisions on the group, while others want all members to participate or share in the decisions that are made.

10. Does anyone make a decision and carry it out without checking with other group members? (self authorized). For example, he decides on the topic to be discussed and starts right in to talk about it. What effect does this have on other group members?

11. Does the group drift from topic to topic? Whose topic jumps? Do you see any reason for this in the group's interactions?

12. Who supports other members' suggestions or decisions? Does this support result in the two members deciding on the topic or activity

for the group? (Handclasp) How does this affect the other group members?

13. Is there any evidence of a majority pushing a decision through over other members' objections? Do they call for a vote? (Majority decision)

14. Is there any attempt to get all members participating in a decision (consensus)? What effect does this seem to have on the group?

15. Does anyone make any contributions which do not receive any kind of response or recognition (Plop)? What effect does this have on the member?

TASK FUNCTIONS - 4

These feelings illustrate behaviors that are concerned with getting the job done, or accomplishing the task that the group has before them.

16. Does anyone ask for or make suggestions as to the best way to proceed or to battle a problem?

17. Does anyone attempt to summarize what has been covered or what has been going on in the group?

18. Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?

19. Who keeps the group on target? Prevents topic jumping or going off on tangents.

MAINTENANCE FUNCTIONS - 5

These functions are important to the morale of the group. They maintain good and harmonious working relationships among the members and create a group atmosphere which enables each member to contribute naturally. They have smooth and effective teamwork within the group.

20. Who helps others get into the discussion (gate openers)?

21. Who cuts off others or interrupts them (gate closers)?

22. How well are members getting their ideas across? Are some members preoccupied and not listening? Are there any attempts by group members to help others clarify their ideas?

23. How are ideas rejected? How do members react when they reject their ideas?

GROUP ATMOSPHERE - 6

Something about the way a group works creates an atmosphere which in turn is revealed in a general impression. In addition, people may differ in the kind of atmosphere they like in a group. Insight can be gained into the atmosphere characteristic of a group by finding words which describe the general impressions held by group members.

24. Who seems to prefer a friendly congenial atmosphere? Is there any attempt to suppress confliect or unpleasant feelings?

25. Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?

26. Do people seem involved and interested? Is there an atmosphere of work, play, satisfication, taking flight, sluggish, etc.

MEMBERSHIP - 7

A major concern for group members is the degree of acceptance or inclusion in the group. Different patterns of interaction may develop in the group which give clues to the degree and kind of membership.

27. Is there any sub-grouping? Sometimes two or three members will consistently agree and support each other or consistently disagree and oppose one another.

28. Do some people seem to be "outside" the group? Do some members seem to be most "in"? How are those "outside" treated?

29. Do some members move in and out of the group? Under what conditions do they come in and move out?

FEELINGS - 8

During any group discussion feelings are frequently generated by the interactions between members. These feelings, however, are seldom talked about. Observers may have to make guesses based on tone of voice, facial expressions, gestures, and many other forms of non-verbal cues.

30. What signs of feelings do you observe in group members? Anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness, etc.

31. Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

NORMS - 9

Standards or ground rules may develop in a group that control the behavior of its members. Norms usually express the beliefs of desires of the majority of the group members as to what behaviors should or should not take place in the group. These norms may be clear to all members (explicit), known or sensed by only a few (implicit) or operating completely below the level of awareness of any group member. Some norms help group progress and some hinder it.

32. Are certain areas avoided in the group (e.g. sex, religion, talk about present feelings in the group, discussions of leader's behavior, etc.)? Who seems to reinforce this avoidance? How do they do it?

33. Are group members overly nice or polite to each other? Are only positive feelings expressed? Do members agree with each other too readily? What happens when members disagree?

34. Do you see norms operating about participation or the kinds of questions that are allowed? (e.g. "If I talk, you must talk"; "If I tell my problems, you have to tell your problems".) Do members feel free to probe each other about their feelings? Do questions tend to be restricted to intellectual topics or events outside the group?

NUMBER: B-4 TITLE: FIVE-POINT SCALE QUESTIONNAIRE

Objective: To improve group productivity by effectively collecting, tabulating, and assessing data

Population: Any Follow-Through group (Follow-Through project staff, teaching teams, teachers, parents, administrators, etc.)

Issue: Much of the work of F-T is done in groups--teaching teams, planning committees, councils, staff conferences, parent conferences, and classes themselves. Mobilizing forces for rather than against project goals help determine total effectiveness. Collecting data on how the group is working as well as on what and then deciding what the data mean and how they should be used are helpful means toward improvement.

Description of Activity:

1. Establish a norm that the group will look at itself and how it is working from time to time.

2. Experiment with various means for doing this. For example:

3. Ask an outsider or outsiders with interest and skill to be process and content observers. Work out with them ways for using their help. Observations can be fed in at the end of a work session, whenever observers feel they are needed, or whenever the group asks for help.

4. Use self-administered questions and tabulate them immediately so the results can be shared. Useful questions might include:

   a. On a 5-point scale (1 being low and 5 high) how satisfied are you with our decisions?

   b. On a 5-point scale how much influence do you feel you are exerting?

   c. On a 5-point scale how openly are we saying what we feel and think?

Generally frequency-counts to see how many check which point are more useful than average scores. What does it mean, for example, if four people are dissatisfied, feel they have little influence, and feel that the group is not being open? What does it mean if the two other members of the group are highly satisfied, feel they have high influence, and think that feelings and ideas are being shared openly?

This provides diagnostic data that can be examined in order to work out ways to raise all scores.

5. After a group has worked together for a time, spend time deciding on what dimensions to collect data. Five-point scales can be developed on any dimension the group may decide is important, for example: use of our resources, how wide the participation is, whether climate is conducive to cooperation or to competition, etc.

6. The Decision-Making Exercise ("fishbowl") can be used to improve observational skills as well as to collect data for group improvement. The group in the outer observing circle can decide what it wants to look for, or the inner working group can ask the observers to look for certain things. This kind of cross-group helping can be used at any point in a group's life.

NUMBER: B-5 TITLE: ECHO EXERCISE

Objective: To identify norms and values of given role positions

Population: Any individual serving a role in the Follow-Through project, or any like-role group

Issue: The use of an "Echo" technique (e.g. repeating the same question several times) pushes the respondent to probe more deeply into his conception of his role, thus producing a richer set of data for role analysis.

Description of Activity:

1. Ask a question of the respondent. (e.g. What do you see as your role in the Follow-Through program?)
2. After the initial response, the respondent is then asked the same question for about four or five more times. (What do you see as another function of your role?)
3. The responses of all respondents belonging to the same population or group are then categorized by "knowledgable"* judges into categories of different meaning. (all responses meaning the same thing are put together.)
4. Significant piles which are group norms and/or values are tabulated by the judges.
5. Planners who are developing action programs for a given group or population should be aware of the group norms or values which are identified.

*By "knowledgable" judges, we simply mean persons who have the cultural-linguistic knowledge to be able to identify truly distinct areas of meaning. For a Follow-Through program, it should probably be two or three people who are familiar with F-T as a program as well as with some of the problems and idiosyncracies of the local situation.

NUMBER: B-6 TITLE: ROLE PERCEPTION ANALYSIS

Objective: To generate and gather data as to role perceptions participants have of themselves, their role group, and other role groups

Population: Any role group within the Follow-Through project

Issue: Whether perceptions are accurate or inaccurate, shared or not shared, they are realities affecting collaboration. Problems arise when people operate without awareness of how they are seen, or when they operate as if their perceptions of themselves and of others were shared by others, but do not test to see whether this is true or not. Role conflicts can often be traced to contradictory perceptions.

Resources: Newsprint, felt pens

Description of Activity:

1. Discussion of typical role conflicts drawing on participant's experience.

2. Participants form sub-role groups with those they identify with professionally. (This can be done in a large room simply by asking people to form groups with those they see as colleagues with whom they work in the system. Role groups may range in numbers of members from one to many. Some individuals may feel membership in more than one group.)

3. Each sub-group gives itself a name.

4. The groups share their names and explain them.

5. Each group develops on newsprint lists of perceptions or descriptions around the following ideas:

   a. Who we are (our group)

   b. Who they are (the other groups)

   c. What we think others think of us

6. Participants gather in turn around each group's newsprint for a sharing of perceptions listed.

7. Groups reconvene in general session to discuss the experience. For example:

   a. What have learned about ourselves?

   b. What have we learned about others?

   c. What have we learned about how well we understand one another across roles?

   d. Are there any action implications we might work on?

SECTION C:

PLANNING FOR PROBLEM SOLVING - DEVELOPING ACTION PLANS

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PLANNING FOR PROBLEM SOLVING - DEVELOPING ACTION PLANS

Deriving Action Implication from Research Findings

- C-1 Model for Problem-Solving
- C-2 Model II for Problem-Solving
- C-3 Problem-Solving from Expectation-Disappointment Lists
- C-4 Force Field Problem Analysis

Planning for Greater Utilization of Outside Resources

- C-5 Programmed Text for Community Groups Not Involved in Follow-Through
- C-6 Utilizing Gatekeepers

NUMBER: C-1 TITLE: MODEL FOR PROBLEM-SOLVING

Objective: To increase group productivity by using a model for problem-solving

Population: Any task group that will be working together

Estimated Time Required: A full day for introduction with time set aside for follow-up

Description of Activity:

1. Listing of problems - brainstorming and recording on newsprint.
2. Listing of criteria for selection of a problem to work on.
3. Selecting a problem to work on, using the criteria decided upon. (taking care that the problem is a problem and not merely a symptom of a problem)
4. Stating the problem as a task (e.g. "To improve", "To diminish", etc.).
5. Analyzing the forces present in the situation that facilitate or inhibit achievement of this task.
6. Establishing a criteria for selecting a force to attempt to change.
7. Selecting a force.
8. Brainstorming a wide array of ways to change the effect of the force.
9. Determining a criteria for selection of a solution to try.
10. Stating the solution as an objective that is:
    a. challenging
    b. measurable
    c. specific
11. Designing a plan for introduction of the solution.

12. Agreeing upon a series (schedule) of check-points and the observable, measurable means of determining the extent to which performance has been appropriate, goal-related, and satisfactory.

NUMBER: C-2 TITLE: MODEL II FOR PROBLEM-SOLVING

Objective: To plan a pattern of action from research findings

Population: A task force of teachers, administrators, parents, or counselors seeking a plan of action. (e.g. To what degree, if any, should parents be actively involved in policy-making, program planning, and program operation?)

Estimated Time Required: First session - 1½ to 2 hours

Resources: Newsprint, study findings and interpretative data from outside sources

Description of Activity:

1. Read through generalization. Discuss each statement for clarification.
2. Work in small groups of 5-6 members.
3. Derive at least one action that might be taken in your situation in applying the particular knowledge.
4. Select statements that seem especially relevant and important.
5. Brainstorm as many possible action implications as you can. List these on newsprint so they become a group product and so they can be easily shared with others.
6. If there is more than one group working, share lists and see whether there is any agreement as to interests and possible actions.
7. Continue working in small groups, perhaps modifying lists in light of what the other groups are doing.
8. Agree on plans and procedures for a next work session to implement one or more of the actions.

NUMBER: C-3 TITLE: EXPECTATIONS-DISAPPOINTMENTS LIST

Objective: To discover expectations and disappointments of various role groups and to plan action committees to deal with problem areas

Population: Groups working with the Follow-Through project

Estimated Time Required: 3 hours

Description of the Activity:

1. Like-role groups are formed according to their role in the F-T project (e.g. teachers, parents, aides, outside consultants).
2. Each group is given two sheets of newsprint. On one sheet they are to list their Expectations at the beginning of the project. On the other sheet, the group lists the major Disappointments they have experienced.
3. Each group then puts a star next to the greatest expectation, whether or not it was fulfilled. Each group stars the greatest disappointment.
4. Groups re-assemble to review and discuss all newsprint. A spokesman from each group explains the information and clarifies any issues other groups may have. No attempt should be made to give answers, explanation, or defenses.
5. Groups should look for similarities and differences among expectations and disappointments exhibited by various role groups.
6. Inter-role groups are formed. They should look for ways to:
    a. support the fulfillment of the expectations
    b. find causes of the disappointments
    c. reduce the impact of the causes of the disappointments
7. Groups should establish specific mechanisms to handle problems (e.g. a series of meetings, conferences, training sessions with specific objectives).
8. Group-as-a-whole reassembles.

9. Committees are formed to carry out proposals.

10. A schedule for reports of progress and assessment is agreed upon.

NUMBER: C-4 TITLE: FORCE-FIELD PROBLEM ANALYSIS

Objective: To analyze a problem using the force-field technique and to devise a plan of action for problem solution.

Population: Like-role groups working on the Follow-Through project

Estimated Time Required: 1 hour

Description of Activity:

1. Newsprint lists or brainstorming technique can be used by the group to discover relevant problems.

2. Each group selects what they see as a relevant problem area.

3. The following chart is put on newsprint for groups:

   Problem Situation________________________
   Goal ________________________________

   Helping forces: Hindering forces:

4. Have groups list forces which go in either column. (Hindering forces are those which hamper the solution and keep the problem a problem. Helping forces are those which lessen or remove the problem or help move toward solution.)

5. Consultant helps groups analyze their lists. For example:
   a. How can group members strengthen the helping forces?
   b. How can group members decrease the hindering forces?
   c. Which forces are most significant?
   d. Which forces can be dealt with constructively by the group members?
   e. Over which forces do they feel they have little control?

6. Have groups list possible action steps which they can implement to reduce the effect of a hindering force. Make a similar list of action steps to increase the effect of a helping force.

7. For each step list the people, resources and activities necessary for carrying out the action.

8. Devise a possible sequence of actions, a method of reporting progress, and a system of evaluation.

NUMBER: C-5 TITLE: PROGRAMMED TEXT FOR COMMUNITY SUPPORT FOR FOLLOW-THROUGH PROJECT

Objective: To inform possible pro-groups in the community of the Follow-Through program to facilitate understanding and support

Population: Community members not now related to the Follow-Through program

Resources: Programmed text prepared by a committee composed of representatives from groups such as: The Board of Education, PAC, system administrators, teachers, aides, outside consultants, etc.

Description of Activity:

1. Prepared booklets are presented to small groups composed mainly of people who know little or nothing about the Follow-Through project. Each group should contain some parents, teachers or others who are informed about F-T.

2. Participants are asked to check their responses on a scale.

3. Listed below are several possible topics for specific informational areas:

   Goals of Follow-Through:

   To what extent do you think F-T is a program to:
   1. Introduce reading at an earlier age?
   2. Provide jobs for parents?
   3. Change the school system?
   4. Provide medical and dental care?

   Organization of Follow-Through:

   To what extent do you think F-T is:
   1. Funded from the Federal government?
   2. Supervised by the Federal government?
   3. Administered by parents?
   4. Similar to Head Start in organization?

   Knowledge about Follow-Through:

   To what extent do you think the following segments in your community know about Follow-Through:
   1. Municipal government?

    2. Certain possible anti-tax or anti-public school groups?
    3. Members of your family, close friend?

4. Following the small group use of the programmed text, a total group discussion is held.

5. Further questions may be asked and responded to. Possible action steps by the organization may also be considered.

NUMBER: C-6 TITLE: UTILIZING GATEKEEPERS

Objective: To select gatekeepers who will be responsible for getting and sharing particular information with their group members

Population: Any groups involved in the Follow-Through project

Description of Activity:

1. The role and characteristics of gatekeepers are explained to the group.

   > Gatekeepers are members of a group who have a broader exposure to information from diverse sources and who channel information to members of their group. That is, the gatekeeper frequently mediates the information received by the rest of the group. Gatekeepers are difficult to differentiate from others in the group--besides their greater news and opinion network. Groups may have different gatekeepers for different areas of interest.

2. Participants determine to which groups they need greater access.

3. They then identify gatekeepers and determine methods of presentation.

SECTION D:

WORKING ON THE PROBLEM - TAKING ACTION

SECTION D:

WORKING ON THE PROBLEM - TAKING ACTION

Improving the Decision-Making Process

D-1 "Lost on the Moon" Exercise
D-2 Decision-Making Exercise
D-3 Fishbowl Exercise

Offering and Using Resources of the Group

D-4 Cooperative Squares Game
D-5 Tower Building Exercise
D-6 Brainstorming Exercise

Clarifying Role Expectations and Relationships

D-7 Clarifying Consultation Skills
D-8 Clarifying Organizational Relationships
D-9 Role Perception Analysis
D-10 Role Reversal Exercise
D-11 Role Play of Expectations
D-12 Fantasy Play of Role Expectations
D-13 Fantasy Play
D-14 Fantasy Play

Improving Communication Between Role Groups

D-15 Two-Way Communication Exercise
D-16 Intergroup Communication Exercise
D-17 Listening and Understanding Exercise
D-18 Sociometric Influence Exercise
D-19 Verbal Interaction Exercise

Building Trust between Individuals and Role Groups

D-20 "The Prisoner's Dilemma"
D-21 Trust Continuum Exercise
D-22 Group Start-Up Exercise

Developing and Clarifying Goals

D-23 Clear and Unclear Goals
D-24 Individual Analysis of Goals Survey

Examining Problems of Group Cohesion, Influence of Members

D-25 Empathy Exercise
D-26 Behavior Styles Exercise
D-27 Life Goals Exercise
D-28 Analyzing Group Relationships
D-29 Survey of Perceptions of Self and Group Members

NUMBER: D-1

TITLE: "LOST ON THE MOON" - A DECISION MAKING EXERCISE

Objective: To teach in an entertaining way the problems and potentials of working as a group. To make decisions by consensus

Population: Any Follow-Through members

Estimated Time Required: 1½ hours

Description of Activity:

1. Divide participants into small groups of 5 or 6 members. Groups are numbered or named.
2. Each participant receives 2 copies of the problem sheet (A). Participants should record name or number of their group on their problem sheet.
3. Members work independently. Sheets are scored immediately and put into group piles.
4. Have the scoring committee total the individual scores by comparing them with the key. (B) For each item, the score is the absolute difference between the participant's ranking and the correct ranking. The total score is the sum of the scores for each item. The lowest score is the "best."

   The scoring committee should also compute the average individual score and the range of individual scores for each group.
5. Ask each group to complete one ranking representing the decision of the whole group. Emphasize that decisions are to be based as far as possible on logic and fact rather than on any personal preference and should represent common agreement among group members rather than a simple majority vote. At this point, discussion may become quite animated, and a group should have plenty of time to reach its decision.
6. As the groups finish, have the scoring committee collect and score the group sheets by the same method used for the individual forms. The scoring committee should also calculate the difference between each group's score and the average individual score for that group's

members. The committee than prepares a sheet for each group listing the following information:

Average individual score

Range of individual scores

Group score

Differences between average individual and group scores

7. Begin by explaining the scoring key and the scoring method. Give each group the final sheet prepared by the scoring committee and ask the groups to discuss the results separately for ten or fifteen minutes.

8. Once the groups have begun their individual discussions, make a chart on the board or on newsprint.

9. Give the groups their own charts and discuss the following questions one by one:

   a. Did the group do better than any individual?

   b. Did it do better than the average individual? Why?

   c. Did some member have more influence than others?

   d. How did your group reach agreement?

10. Reconvene for process review.

Often the group that has taken the greatest amount of time to reach their decision will have the best score. Also it is not uncommon to find that the group score will be better than that of any individual within the group. Sometimes a usually retiring member will turn out to be more resourceful in working on the problem than the presumed group expert or leader. The importance of identifying member resources, the different roles played by group members, the value of collaboration, different styles of group decision-making and their consequences -- these are some of the points to be derived from the experience.

LOST ON THE MOON

Problem sheet

Group Number_____

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through number 15, the least important.

_____ Box of matches

_____ Food concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ Two .45 calibre pistols

_____ One case dehydrated milk

_____ Two 100-pound tanks of oxygen

_____ Stellar-map (of the moon's constellation)

_____ Life raft

_____ Magnetic compass

_____ 5 gallons of water

_____ Signal flares

_____ First aid kit containing injection needles

_____ Solar-powered FM receiver transmitter

LOST ON THE MOON
Scoring Key

Listed below are the correct rankings for the "Lost on the Moon" items, along with the reasons for the rankings by the NASA's space survival unit.

(15)	Box of matches	Little or no use on the moon
(4)	Food concentrate	Supply daily food required
(6)	50 ft. of nylon rope	Useful in tying injured, help in climbing
(8)	Parachute silk	Shelter against sun's rays
(13)	Portable heating unit	Useful only if party landed on the dark side of moon
(11)	Two .45 calibre pistols	Self-propulsion devices could be made with them
(12)	Case dehydrated milk	Food, mixed with water for drinking
(1)	Oxygen	Fills respiration requirement
(3)	Stellar map	One of the principal means of finding direction
(9)	Life raft	Co bottles for self-propulsion across chasm, etc.
(14)	Magnetic compass	Probably no magnetized poles, thus useless
(2)	5 gallons of water	Replenishes loss by sweating
(10)	Signal flares	Distress call within line of sight
(7)	First-aid kit	Oral pills or injection medicine valuable
(5)	Solar powered FM receiver transmitter	Distress signal transmitter, possible communication with mother ship

NUMBER: D-2 TITLE: DECISION MAKING EXERCISE

Objective: The purposes of the exercise are:

a. To provide practice in decision-making

b. To look at what behavior helps and what behavior prevents good decision-making

c. To provide practice in observing a group work

d. To provide practice in setting behavioral objectives

Population: This exercise may be used in a training workshop or it can be adapted for use during a normal day when a committee, a team, a task group, or any other group of co-workers want to become more productive.

Description of Activity:

1. Pairs of groups of 5-8 members are formed.

2. Members of each sub-group form partnerships with one person in the other sub-group.

3. The cross sub-group partners take about five minutes to alert each other as to how they would like to behave in the group decision-making exercise. They might, for example, indicate how much they hope to influence, how actively to participate, how openly to express what they are feeling, or any other behavior they may want to improve, to experiment with, to strengthen, to change.

4. Sub-group A forms an inner circle, sub-group B forms an outer circle.

5. Group A is given a task requiring a decision. It is told it will have two 10-minute work periods.

6. The task given them should be relevant and involving, but relatively easy. For instance, list six characteristics of a good Follow-Through teacher and rank-order them.

7. Group B observes A work for 10 minutes with each person in B focusing primarily on his partner in Group A. The observation should center on ways in which the individual fails or succeeds in reaching his behavioral objectives.

8. In 10 minutes the action is stopped and the partners have 5 minutes to discuss what B observed and what A attempted.

9. Group A resumes task for 10 minutes.

10. Group B observes, focusing both on the group as a whole, and on their partner's use of observations and feedback.

11. Group B has 5 minutes to share observations with A.

12. Group B takes the inner circle with A observing. Above schedule is repeated.

    B's task can be the same or different but similar to the task given Group A. For example: List six characteristics of a successful Follolow-Through project and rank-order them.

13. The two groups merge and share what they may have learned through the exercise. (e.g. about group decision-making, giving and receiving help through observation and feedback.) Finally, the groups might discuss whether a similar design could be used in actual decision-making situations. The group may want to set up plans for trying out the design in a situation already scheduled.

NUMBER: D-3 TITLE: FISHBOWL DESIGN

Objective: To spread participation and increase group member's awareness of the parts he and others play in a discussion

Population: Any Follow-Through group with like or unlike roles

Estimated Time Required: 30-45 minutes

Description of Activity:

1. Members are divided into an inner observing group and an outer observing group.

2. The inner group is given a topic pertinent to their role. (e.g. How can Follow-Through teachers increase the understanding of their program among non-Follow-Through teachers? How can accurate information about Follow-Through be communicated to the general community?)

3. Members of the outer circle should listen and watch in silence. Their task is to count how many participated in the discussion, notice how many people looked as if they wished to say something but didn't, keep track of interruptions and who did the interrupting.

4. The timekeeper calls time on the discussion. The observers report on what they saw and heard while the inner group listens silently.

5. The groups reverse roles and repeat the process.

NUMBER: D-4 TITLE: COOPERATIVE SQUARES EXERCISE

Objective: To become more sensitive to how one's behavior may help or hinder joint problem-solving

Population: Any Follow-Through groups of like or unlike roles

Estimated Time Required: 45 minutes

Resources: Envelopes containing pattern pieces for a 6 x 6 square

Description of Activity:

1. Form groups of 5 members. Seat each group at a table equipped with sets of envelopes and an instruction sheet for each member.
2. Describe the exercise as a puzzle that can only be solved with cooperation. Read aloud, or have them read silently, the instructions. The rules of the exercise are:
   a. No member may speak.
   b. No member may ask for a card or in any way signal that he wants one.
   c. Members may give cards to others.
3. When all or most of the groups have finished, call time and discuss the experience.

NUMBER: D-5 TITLE: TOWER BUILDING EXERCISE

Objective: To show the importance of cooperative group action for effective problem-solving

Population: Any Follow-Through project members of like or unlike roles

Estimated Time Required: 1 hour

Resources: Sets of building blocks

Description of Activity:

1. Individuals are grouped in teams of 6 to 10 members.
2. Each team is to build a tower, competing with other teams for the use of limited materials.
3. One person is selected as the supervisor of the materials.
4. Teams must negotiate with each other for the materials.
5. Building process should begin.
6. Call time and analyze the process. For example:
   a. How successful was each team?
   b. Which person and/or teams delayed or stopped action?
   c. What were the major problems involved in the exercise?
   d. What steps were taken to alleviate the problems?
   e. How did teams react when meeting frustration, success, delay, failure?
7. Exercise can be repeated with groups collaborating on building one tower.
8. Groups must negotiate contracts for each sub-group to undertake different aspects of the tower building.
9. Group re-assembles to analyze action:
   a. What was the success of this strategy as opposed to the first strategy employed?
   b. What effect did the contractual relationship have on members? How was behavior affected?

NUMBER: D-6 TITLE: BRAINSTORMING EXERCISE

Objective: To show the necessity of building on each individual's ideas and abilities in the process of problem-solving

Population: Any Follow-Through group discussing the ramifications of a problem

Estimated Time Required: 30 minutes

Description of Activity:

1. Explain the purpose of brainstorming as a method of getting out the maximum number of ideas for consideration.

2. Explain the rules of brainstorming:
   a. quickly give an idea, do not digress or explain
   b. do not stop or criticize another member's idea

3. Begin with a problem relevant to the group. (e.g. How can the public be most accurately informed of the Follow-Through project? What role should parents play in the classroom?) A recorder should list ideas on newsprint.

4. Stop the group as ideas begin to slow, or at 20 minutes.

5. Discuss the process:
   a. Was this a good way to get your ideas listened to?
   b. Did many good ideas come out?
   c. Can you think of other times we might use this method of sharing ideas?

6. Ideas can be discussed, priorities made and task groups formed.

NUMBER: D-7 TITLE: CLARIFYING CONSULTATION SKILLS

Objective: To improve consulting skills by:

a. developing more realistic expectations of the consulting process

b. improving skill with which staff members give and receive help in their informal contacts in day-to-day operation

c. sharpening observational and feedback skills

Population: Any members of Follow-Through

Estimated Time Required: 2 hours

Description of Activity:

1. Divide participants into 3-man teams: client, consultant, and observer. Roles will reverse about every 30 minutes.

2. Hand out Instruction Sheets for client, consultant, and observer to each group. (sheets attached)

3. Groups should follow directions on Instruction Sheets, spending about 10 minutes discussing the experience before reversing roles.

4. Suggested time flow:

20 minutes - First consultation period
10 minutes - Observer's report and discussion
20 minutes - Second consultation period (shift role assignments)
10 minutes - Observer's report and discussion
20 minutes - Third consultation period (shift roles)
10 minutes - Observer's report and discussion
15 minutes - Trios re-assemble for concluding discussion

The suggested time flow requires a two-hour period to complete the exercise. If less time is available, the time allotted for the consultation periods and the observer's reports and trio discussions can be reduced to 15 and 5 minutes respectively. It is not recommended that less than 1½ hours be alloted for the expercise.

5. After all group participants have role-played client, consultant, and observer, they should analyze their behavior using the Role Guide for Consultation Exercise hand-out.

EXERCISE ON CONSULTATION

Instructions: Client

1. Choose a problem on which you would like help. It may lie in your personal life, family, job, or community affairs. It should meet the following criteria:

    a. Urgent. You really care. You have thought a lot about it. It is important. Something will have to be done about it quite soon.

    b. Limited. You will have a half-hour to discuss it. It should be simple enough to permit you to convey the issues clearly in the limited time.

    c. Yours. You should have a responsibility in dealing with the problem.

2. Join freely and genuinely in the discussion with your consultant. Try to get help from the consultant. Test out suggestions and explore ideas.

3. Note your feelings as they change during the discussion; try to connect changes in feeling with what the consultant says and does.

4. After the discussion you will have 5 minutes to tell the small group how you felt as the conversation went on, and what ideas you now judge to be fruitful and helpful to you for dealing with this problem.

EXERCISE ON CONSULTATION

Instructions: Consultant

1. Listen thoughtfully to the problem as presented.

2. Your task is, by raising questions, to help the client diagnose his difficulty. Refrain from giving any advice or citing any experience of your own or others. Keep probing to bring out new angles. Keep responsibility for the answers on the client. You will have succeeded if you enable him to redefine his problem, seeing the difficulty as due to rather different factors than those he originally presented.

   It is not easy to ask helpful questions. This is not a cross-examination, to fix blame. It is not necessary to dig for every factual detail. It is better to ask open-ended questions rather than those which can be answered "Yes" or "No". The idea is to help the client keep thinking aloud. Your mood should be ruminative and reflective, not aggressive or argumentative. Begin in accord with his present line of thought and move along with him.

EXERCISE ON CONSULTATION

Instructions: Observer

1. Listen thoughtfully to the problem as presented.

2. As you observe the discussion between the client and the consultant note:

    a. What you think were the unspoken feelings of each as the talk went along.

    b. Which questions from the consultant seemed to bring real insight to the client and which were unproductive or just cross-examination. Again, distinguish between courteous thanks and a real change in orientation.

3. You are also to be time-keeper throughout the exercise. Don't be too rigid; listen for an appropriate stopping place at about the time indicated on the flow chart.

ROLE GUIDE FOR CONSULTATION EXERCISE

The client role (receiving help)

1. How realistic are your goals for change?
2. How can others be helpful to you in seeing yourself more accurately in the change situation?
3. How defensive are you? Do you block or evade consultants' probes in certain areas? How much do you trust these people?
4. Are you realistically testing feedback and the implications raised by consultants?

The consultant role

1. Are your questions exploratory, supportive, tentative?
2. Does your behavior indicate to the client that you are:
    a. listening?
    b. understanding?
    c. sharing yourself?
    d. trustworthy?
    e. problem-solving in your relationship with the client?
3. Do you test your interventions? (Why did I ask that question? Did it help move toward diagnosis or did it take us off the track?)
4. Do your questions help the client look at diagnostic forces in the situation such as:
    a. power (authority and leadership)?
    b. communication?
    c. goals (individual, group)?
    d. conflict (causes)?
5. Can you successfully avoid confusing diagnosis with the strategy and solution phase?

The observer role

1. Focus on the process of the discussion, not the content.
2. Is the discussion moving in an appropriate direction, or merely wandering?
3. Is the line of questioning by consultant contributing to an understanding of the central

problem area?

4. What is the quality of listening and understanding?
5. Can you intervene in a manner which contributes to the movement of the group?

The recorder-clarifier role (May be used in four-man groups)

1. Do you really understand the issue under discussion?
2. Are you recording new insights, new aspects of the problem?
3. Will your record be helpful to the client?

NUMBER: D-8 TITLE: CLARIFYING ORGANIZATIONAL RELATIONSHIPS

Objective: To clarify the responsibilities and relationships in the organizational structure of Follow-Through, namely the supervisory, conferring, and consulting relationships.

Population: Any members of the Follow-Through project

Estimated Time Required: 1½ hours

Resources: Newsprint, crayons

Description of Activity:

1. In groups of four or five, ask each member to draw on a sheet of newsprint a diagram of the organizational unit in which they work, designating the type of working relationships they have with other members (e.g. supervisory, conferring, consulting).

2. After completing diagrams, instruct members to post them on the wall and explain their diagram to the other members of their small group.

3. Provide newsprint and crayons for each member. Ask them to think of the unit in which they work (e.g. their section, building, or department), then to draw a picture representing this as they see it. When the pictures are completed, compose small groups and ask members to show and describe their pictures to the other members of their group.

4. Ask members to write five different statements in response to each of the following questions: "Thinking of the unit in which you work:

   Who am I?

   Where am I?

   The statements should be sentences, not paragraphs.

5. The responses to the questions are shared and discussed in small groups.

6. In working groups, such as committees or staff units, it is often helpful to share perceptions regarding the degree of influence which members of the group exert over decisions. Two methods of sharing such perceptions are described below:

a. Members are asked to indicate the degree of influence they feel they have in the group by taking the indicated positions: 1.) "If you feel you have little influence sit or kneel on the floor." 2.) "If you feel you have a moderate degree of influence, sit in your chair." 3.) "If you feel you have a high degree of influence, stand up."

Members are asked to share perceptions which agree or disagree with the positions taken by members. Individuals may be asked to change their position if the perceptions of several group members are not in agreement with the perception indicated by the person.

b. A variation on the exercise described above is to provide each member of the group with three objects such as 3 x 5 cards or paper cups. Members are instructed to give the objects to persons they see as having the most influence in the group. Each person must give away all three objects and those who receive them must display them so they are visible to all members of the group.

Following the distribution of objects, discussion of differences in the perception of members regarding influential members and the consequences of the pattern of influence for productive work can be discussed.

NUMBER: D-9 TITLE: ROLE PERCEPTION ANALYSIS

Objective: To list perceptions role groups have of their effectiveness and the effectiveness of other role groups in the Follow-Through project

Population: Groups of similar role and function

Description of Activity:

1. The following questions are listed on newsprint:
    a. What problems does the other group present for your effectiveness as a group?
    b. What problems do you think you present to the other groups' effectiveness?
    c. What problems do you think the other group sees you presenting to their effectiveness?
2. Group lists on newsprint their perceptions concerning the questions.
3. Groups share their lists.
4. Role-reversal Exercise can be used as next step.

NUMBER: D-10 TITLE: ROLE-REVERSAL EXERCISE

Objective: To identify problems between role groups and to start the groups talking about them and working toward a solution

Population: Two different Follow-Through groups, most likely with a disparate power influence. (e.g. The School Board and the Parents Advisory Committee of Follow-Through will be used to demonstrate this activity.)

Issue: This technique can be used in a confrontation situation. There are really two kinds of problems identified by this process. First, there are substantive problems dealing with issues and subject matter and not interpersonal in nature. Second, there are the problems of interpersonal relations between the groups. These are the feelings, attitudes, perceptions and behaviors which develop between persons or groups which must deal with each other in some way.

Estimated Time Required: 3 hours

Description of Activity:

1. Since the PAC is the least powerful of the two groups, it is asked to role-play the following situation first:

   "Imagine that you (the PAC) are now the School Board. You are faced with a budget shortage and are trying to set priorities on the various school programs to decide which might be eliminated. Follow-Through is one of those programs. What would your discussion be like?"

2. The PAC sits in the center of the room while the real School Board observes the role play.

3. After 20 minutes the role play is interrupted and the roles are reversed.

4. The School Board is asked to role-play a situation which might be the following:

   "Imagine that you are now the PAC. You feel that project Follow-Through has been a very helpful program for your child. You know that the School Board is faced with a budget cut and may decide to drop Follow-Through from among the district projects. You are discussing how you might influence the Board so that Follow-Through will not cut back. What would your discussion be like?"

5. Stop the action after about 20 minutes of role play.
6. People are asked to form a single circle and facilitator asks for comments about what was observed.
7. Time is given for interaction and for general "steam-letting."
8. Facilitator should help group identify major issues. Set priorities. Establish problem-solving criteria.
9. Sub-groups should be formed, composed of members of both role groups.
10. Sub-groups work on decided tasks.
11. Re-assemble entire group after 1 hour to assess progress.
12. If the group is too large to work on the final product, a representative or two might be named from each sub-group who will then work in a final working group while the rest of the members of both groups observe. It is often useful to leave an empty chair so that if someone on the outside has some important input, he can come in for a short time to participate.

With this kind of design it is important that there be some power equality, or at least a willingness on the part of the group members to work with and consider the suggestions of the other group. If there is complete power inequality, and if the Board, for example, is not willing to consider the problems of the PAC, it could turn out to be only a fruitless meeting.

There must also be sufficient conflict inherent in the relations between the two groups for energy to be created to work on the problems. If there are basically no problems between the groups, there is obviously little reason for a confrontation meeting of this type.

NUMBER: D-11 TITLE: ROLE PLAY OF EXPECTATIONS

Objective: To clarify the expectations one role group in Follow-Through has of another role group in Follow-Through

Population: Two different role groups (e.g. Follow-Through teachers and F-T Director will be used to describe activity)

Issue: Interpersonal conflicts often develop around ambiguities in role relationships between groups. One method of dealing with the frustrations and conflicts which result from such ambiguities, and which also helps to define role relationships more clearly, is through the role play of expectations.

Estimated Time Required: 2 hours

Description of Activity:

1. Follow-Through teachers define an area in which their expectations are not being met by another role type (F-T Director).

2. Teachers dramatize the situation in a role-play activity.

3. Follow-Through director defines an area in which his expectations are not being met by teachers.

4. F-T director sets up a role-play situation in which this expectation is dramatized.

5. Facilitator helps both parties look at their expectations to establish reasonableness and clarity.

6. Groups establish a reasonable set of mutual expectations and plan steps to implement them.

A less dramatic, but sometimes easier way to handle the same issue is simply to ask each party to make a list of his expectations of the other party, and second, to make an additional list of what he feels the other party expects of him.

These lists are then shared and the facilitator helps both parties to work out the conflicts and ambiguities which may exist, such that each party is clear about what is expected of him by the other. Through this process both parties should be clear as to where they are meeting each other's expectations, where they are not, and how they might go about doing so if such is mutually decided upon.

NUMBER: D-12 TITLE: FANTASY PLAY OF ROLE EXPECTATIONS

Objective: To clarify expectations of various role groups for the Follow-Through program using the technique of fantasy role-playing

Population: Any groups involved in the Follow-Through project

Estimated Time Required: 45 minutes

Description of Activity:

1. Divide into groups by roles (e.g. parents, teachers, aides, administrators, F-T staff).
2. Provide fantasy situation for brainstorming. Have one member record ideas on newsprint:
   a. What will your role group be doing six months from now?
   b. What will have to be done to get there?
   c. What forces might deter you from reaching your goals?
3. Re-assemble group to analyze lists. Look for similarities and differences. Have groups discuss how different perceptions affect expectations and behavior.

NUMBER: D-13 TITLE: FANTASY PLAY OF EXPECTATIONS CONCERNING PARENT INVOLVEMENT

Objective: To clarify the degree of parent involvement in the Follow-Through program desired by various groups: parents, teachers, administrators, para-professionals, etc.

Population: Different role-groups in the Follow-Through project

Issue: Parent Involvement is a term used freely in discussions surrounding the Follow-Through program. It becomes apparent, however, that the meaning of "involvement" is not clear. Do we mean general interest in Follow-Through? Willingness to participate actively in day-to-day tasks? Or does it mean policy-making responsibilities? These questions need careful consideration before significant progress can be made in involving parents in the program.

Description of Activity:

1. Groups should work in indigenous clusters (parents with parents, teachers with teachers, etc.)
2. Groups should develop on newsprint their ideas concerning the four areas of fantasy:
   a. What will parents be doing six months from now?
   b. What would have to be done to get there?
   c. What forces would help or hinder achievement of goals?
   d. What actions are needed to achieve goals?
3. Groups should then be cross-sectioned to obtain reactions from the newsprint lists.

NUMBER: D-14 TITLE: FANTASY ROLE-PLAY OF "IDEAL" SITUATION

Objective: To clarify role expectations which various groups in Follow-Through have for their own role group and other role groups

Population: Any role groups in Follow-Through

Description of Activity:

1. Divide people into respective role-groups.
2. Allow time for them to devise a role-play situation pertinent to their area. (e.g. an ideal Follow-Through classroom, an ideal PAC meeting, etc.)
3. Have each group perform their role skit before the other groups.
4. Discussion should center around the following questions:
    a. What are the differences and similarities between the ideal role-play and the actual situation?
    b. How do different role groups see the "ideal"?
    c. What does their perception of the "ideal" suggest about them?

NUMBER: D-15 TITLE: TWO-WAY COMMUNICATION EXERCISE

Objective: To improve communication by demonstrating the results of one-way and two-way communication

Population: Any members in Follow-Through

Resources: One copy each of Diagram A and Diagram B, newsprint, pencil and paper for each participant

Description of Activity:

1. Discuss communication and how it works. Explain the differences in one-way communication and two-way communication. (In one-way communication the sender tells the receiver something and this message ends the communication. A lecture, written instructions for a test, and memos are examples of one-way communication. In two-way communication the receiver of a message can ask for clarification, elaboration, and both sender and receiver can benefit from the increased mutual understanding that results. Discussions and questions-and-answer periods are examples of two-way communication.

2. Have participants choose a person who they feel is capable of giving directions clearly. This person will act as the sender. The participants, the receivers, will be prepared with pencil and paper, to follow the sender's directions.

3. The sender should be out of sight, but within hearing range of the participants. Give him Diagram A (see attached sheet) and instruct him to explain it so well that each member will be able to make one exactly like it. Each member of the group is to follow the sender's directions without having any communication with the sender or any other member of the group. Note the time the sender begins.

4. Put the following chart on newsprint:

	One-way Communication Time__________		Two-way Communication Time__________	
	Estimated Accuracy	Actual Accuracy	Estimated Accuracy	Actual Accuracy
5				
4				
3				
2				
1				
0				

When the sender has finished, record on the chart how long he took. Ask the participants to estimate how many figures they have drawn correctly; four, three, two, one. Record responses on the chart.

5. Ask the participants how they felt during the demonstration and how they think the sender felt. Have the sender do the same.

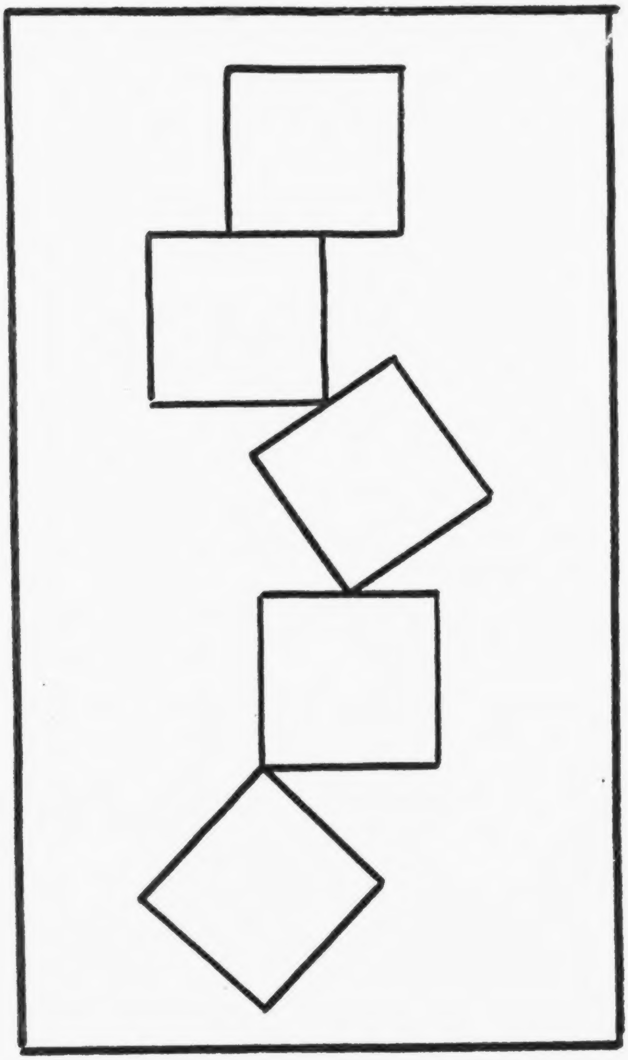
6. Begin the two-way communication demonstration. Have the sender face the class and describe Diagram B clearly and completely. This time the receivers may ask questions and the sender may reply, but he may not use gestures. Again record the time and estimated accuracy.

7. Show the drawings to the group by holding them up or copying them one at a time on the newsprint.

8. Have each member record his actual accuracy. (To be correct, a figure must be the right shape and in proper relation to other figures.)

9. Group may want to discuss and analyze the experience.

AN EXPERIMENT IN COMMUNICATION



NUMBER: D-16 TITLE: INTER-GROUP COMMUNICATION EXERCISE

Objective: To improve communication between groups for more productive group relationships

Population: Members of like and unlike role groups

Estimated Time Required: 2½ hours

Description of Activity:

1. The session is kicked off by an input from the facilitator on the dynamics of intergroup behavior and rivalry, the development of ingroup cohesiveness and norms, the ease with which persons and groups miscommunicate and misperceive one another.

2. Divide into role groups. On newsprint, groups list their perceptions of the other group. They make a second list of their perceptions of their own group.

   (A tape recording of these groups may be more valuable than listing on newsprint.)

3. Each group shares with the other its lists (or tape). While one list is being presented only questions of clarification are allowed.

4. Groups discuss the lists.

5. Problems are identified and priorities established.

6. Task groups are formed from members of both groups to work on high priority issues.

7. Entire group re-convenes for process review and plans for follow-up.

NUMBER: D-17 TITLE: LISTENING AND UNDERSTANDING - THIRD PARTY INTERVENTION

Objective: To improve communication among working members of a group through the use of effective intervention

Population: Members of like or unlike role groups in Follow-Through

Estimated Time Required: 1 hour

Description of Activity:

1. Present a pre-planned role play of a discussion between two persons. The discussion leads to a heated debate. A third person intervenes, without prior instruction, and attempts to defuse the discussion.

2. Audience and role players describe what they saw and their feelings toward the role players, especially the "intervener". List salient comments on newsprint.

3. Begin discussion again. This time a second intervener or third party is instructed before hand to invoke Carl Roger's Rule: One person does not reply to the other until he has summarized to the satisfaction of the other what he said and how he felt about it.

4. Analyze the role-play situation. For example:
   a. How did the persons arguing feel about this intervention?
   b. What did the "third party" intervener achieve in this situation?

5. State and post the rule of repeating before responding. Groups should decide what other things to remember before intervening.

6. Group breaks into trios and practice, alternating roles of discussants and intervener.

NUMBER: D-18 TITLE: SOCIOMETRIC INFLUENCE EXERCISE

Objective: To measure group and intergroup communication and influence using a sociometric technique

Population: Members of like or unlike role groups in Follow-Through

Estimated Time Required: $1\frac{1}{2}$ hours

Description of Activity:

1. The following categories are listed on newsprint.
   a. With whom do you most like to work?
   b. With whom do you most often socialize?
   c. Who are your best resources?
   d. To whom do you first take new ideas?
   e. Who do you go to with a work-related problem?
   f. Who would you like to be your boss?
2. Members fill in categories with names of persons present.
3. Consultant collects lists and develops a list of relationships named by members. That is, for each person present: Who did he name? Who named him? mutual choices.
4. Feedback data to participants.
5. Participants divide into small groups to share their response to the data and the implications of the data.
6. Small group membership may change for greater sharing.

NUMBER: D-19 TITLE: VERBAL INTERACTION EXERCISE

Objective: To improve the pattern of verbal interaction in a group using process observers

Population: Any Follow-Through group of similar or unlike roles

Estimated Time Required: 45 minutes

Description of Activity:

1. Two members of the group are selected as process observers.
2. Have the process observers draw a circle and write the group members' names around it in the same order as they are sitting.
3. Observers are to chart the interaction by drawing an arrow from the name of the speaker to the name of the one he seems to be speaking to. Remarks addressed to the group in general go to the center of the circle. As the arrows accumulate they will show who speaks the most and also to whom most of the comments are made. The silent members will be clearly apparent.
4. After about 20 minutes, stop the group's discussion to analyze the data accumulated by the observers.
5. Observers share their diagrams with group members.
6. Questions for discussion of experience:
    a. How do the group members feel about the amount of their participation?
    b. Has anyone dominated the discussion?
    c. How do people feel about getting, or not getting, attention?
    d. What can be done to gain wider participation?

NUMBER: D-20 TITLE: THE PRISONER'S DILEMMA

Objectives:

1. To demonstrate how suspicion and distrust can interfere with meeting work objectives.
2. To show how people tend to convert non-competitive situations to competitive situations.
3. To show that building a "trust" relationship can be a lengthy process since early "trusting" behavior can be perceived as "foolish" behavior by others.
4. To show that trust can be fragile and easily destroyed.

Population: Any Follow-Through members

Resources: A supply of 3 x 5 notecards, copies of "Instructions to Participants" for all members (see attached sheets).

Estimated Time Required:

Description of Activity:

1. Break participants into red and black teams (at least two of each, but three of each if the size of the total group exceeds 16).

2. Provide space so that the teams will be relatively close yet far enough apart to prevent hearing each other's deliberations.

3. Distribute Instruction sheets to all participants.

4. Send teams to work places.

5. Run exercise for nine innings. (Run an extra inning if any group has taken advantage of "last inning".)

6. Reconvene total group. Hold a general discussion on:
   a. How did they approach the problem?
   b. How did they try to communicate trust (if they did?)
   c. How did they feel when their message of trust was ignored (if it was)?
   d. Post inning by inning results for a pair of teams (or more) to help discussion as follows:

	1	2	3	4	5	6	7	8	9	TOTAL
Red	-7	-7	-10	-10	-7	-10	+7	+7	+7	-30
Black	-7	-7	+10	+10	-7	+10	+7	+7	+7	+30

e. If a team thinks they did pretty well because they "beat" the other team, point out that if they had both "trusted" from the beginning, they would have gotten + 69 (7 x 9).

7. Emphasize that objectives did not begin to be met until a feeling of trust was established.

8. Look for instances where a team tried to convey trust and yet where it took a long time for the "message" to be received. Use this to make the point that effective relationships are sometimes painfully built. Long-term evidence of trusting behavior may be needed before an effective relationship is established. Frequently individual goals can best be achieved through willingness to recognize and advance the other fellow's goals. The participants may wish to keep this in mind when establishing relationships with other role members and groups.

THE PRISONER'S DILEMMA

INSTRUCTIONS TO PARTICIPANTS

In this exercise you will be divided into several 'red' and 'black' teams. Red team #1 will be concerned with Black Team #1. The object is to gain as many points for your team as possible. This is not a competitive exercise.

The exercise works as follows:

	X	Y
A	+7 +7	+10 -10
B	-10 +10	-7 -7

The red team can pass either a paper with an "A" or a "B" on it and the black team can pass either an "X" or "Y". The exchange will be simultaneous. If Red passes an "A" and Black an "X", both teams get +7. If Red passes a "B" and Black an "X", red gets +10 and Black -10. Other possibilities include:

AX = +7,+7, AY = -10,+10, BX = +10,-10, BY = -7,-7

After you break into teams, you will have ten minutes to decide on your first move and your general strategy. When you make your decision, mark it on a piece of 3 x 5 paper. I will pass the paper to the other team. You will have three minutes to make each subsequent decision. There will be no verbal or other written communication between teams. The exercise will last for nine moves. Each team should keep a record of its points. For your reference, here is a copy of the Matrix I on the easel.

Your object is to gain as many points as possible for your team.

AB - XY MATRIX

		BLACK TEAM	
		A	Y
RED TEAM	A	+7 +7	+10 -10
	B	-10 +10	-7 -7

NOTE: All possible Red team scores are in lower left corner of the boxes. All possible Black scores are in the upper right corner of boxes.

"The Prisoner's Dilemma"

Example of Scoring Patterns which may develop:

	1	2	3	4	5	6	7	8	9	
Red	-7	-7	-10	-10	-7	+7	+7	+7	-10	
Black	-7	-7	+10	+10	-7	+7	+7	+7	+10	

Interpretation:

1-2. Expression of distrust. Red would not pass an "A" card for fear that Black would pass a "Y" card, which would cause Red to get -10.

3-4. Recognition that positive scores can only be obtained by passing "A" (trusting) cards. Red hopes that Black will come to the same conclusion.

5. Red is letting Black know that they are not fools and that Black should not expect to get any more "A" cards unless Black cooperates with "X" cards.

6-8. Mutual trust has developed. Red and Black are working together toward attainment of mutually beneficial goals.

9. It was the last play of the exercise. Although Red continued to exhibit trust, Black took advantage of the situation for their own gain. Mutual trust probably will be difficult to re-establish.

NUMBER: D-21 TITLE: TRUST CONTINUUM EXERCISE

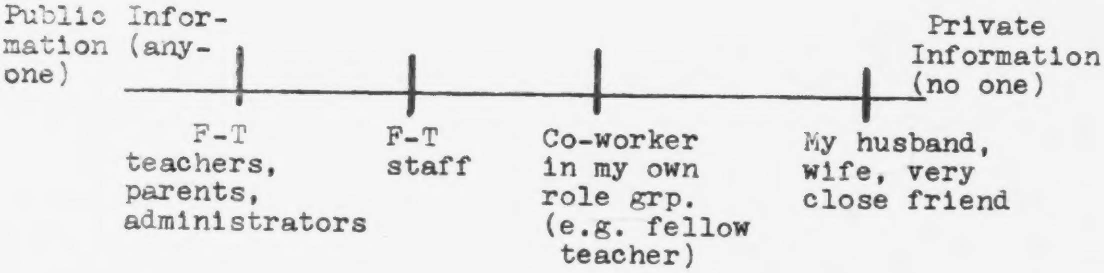
Objective: To achieve a greater degree of trust and openness among members of a working group

Population: Members of like or unlike role groups

Estimated Time Required: 30 minutes

Description of Activity:

1. Ask participants to write down something (an anecdote, attitude, opinion, belief) about part of the Follow-Through program in which they are involved or something about their personal or professional lives, but which they have not told anyone.
2. Ask participants to read aloud what they have written. (The length and type of comment will vary, some may write nothing.)
3. After papers have been read, draw on a piece of newsprint a line from "Public Information" to "Private Information".
4. Mark points along the continuum:


Public Information (anyone)
Private Information (no one)
F-T teachers, parents, administrators
F-T staff
Co-worker in my own role grp. (e.g. fellow teacher)
My husband, wife, very close friend

5. As items are read again, ask group (not only person who did the writing), where they would place the idea on the continuum. Strive for concensus in the group.
6. Analyze the data through a series of discussion questions. For example:

a. What has been revealed about the existing level of trust in this group?

b. What can we do to increase the trust level?

c. What behaviors have we seen that tend to lower the trust level in this group?

NUMBER: D-22 TITLE: "GROUP START UP" EXERCISE

Objective: To organize a task group to insure positive working relationships

Population: Any members of Follow-Through

Estimated Time Required: all-day session

Description of Activity:

1. Session begins with an input on importance of group functioning and interpersonal relationships.

2. A statement, discussion and clarification of the mission of the group--its goals, timetable, work tasks.

3. Clarification by group of their roles, their relationships to the leadership, how this group will stay with or depart from tradition, the reward system, and what will happen to them when the task is ended.

4. A presentation and explanation of the group leader's plan to organize the work--the organization structure, relationships to other parts of the system, and general ground rules.

5. Group members discuss what they see as their functions and responsibilities and how these relate to the leader's perceptions and expectations.

6. Group develops mechanisms for communication within the team such as staff meetings, task force reports, etc.

7. Process review and arrangements for follow-up meetings.

NUMBER: D-23 TITLE: CLEAR AND UNCLEAR GOALS

Objective: To demonstrate the contrasting behavioral consequences of having clear and unclear goals.

Population: Any members of Follow-Through

Estimated Time Required: 1½ hour

Description of Activity:

1. Arrange and seat the participants in circles of 6 - 8 people.
2. Each group selects an observer who will sit outside the group.
3. The observer is given an observation sheet on which he will record behavior on the two tasks which the group will be asked to accomplish.
4. Explanation of the task: "Your group will be given a task and eight minutes in which to complete it. Your observer will record observations about your group behavior in accomplishing the task."
5. Expose the following, written on newsprint:

   What are the best methods for achieving the success of the Follow-Through program in this school?
6. Groups work on the task. Observers take notes. Give a warning at seven minutes; stop groups at eight minutes.
7. Give group the second task, also written on newsprint:

   List the specific tasks which para-professionals may fulfill in the Follow-Through classroom.
8. Groups work on the second task. Observers take notes. Break groups again at eight minutes.
9. Observers report to their groups. Each participant should receive a copy of the observation sheet.
10. Group discusses the observations. Explain that the purpose is not to agree or disagree with the observer but to share perceptions generally.

11. Form a cluster by asking a group to pull their chairs in a circle around another group. The inner circle becomes Group A, the outer circle Group B. Form similar clusters with other groups.

12. Explanation: Group A is to produce a list of characteristics of Good and Bad Goals, with one person recording them on newsprint in two columns.

    Group B is to listen and take notes.

    At a signal, Group B is to critique A's list and both groups will jointly select the four or five most important good and bad characteristics from the list.

13. Groups A and B change places, with Group B in the center. Group B's task is to list behavioral symptoms of each of the good and bad characteristics they now have on newsprint.

14. The groups discuss the nature of group goals and their feelings and behavior regarding group goals.

15. A person from each group reports to the total group.

16. The consultant presents a summary, emphasizing the following:

    a. Characteristics of good goals:

        clear
        acceptable
        attainable
        amenable to modification and clarification

    b. Clear, acceptable goals cannot always be determined in advance. The first job of any group is to clarify and modify stated goals until they are clear and acceptable.

    c. Possible symptoms of unclear and unacceptable goals:

        tension, joking and horseplay
        getting off the central subject
        failure to build on ideas

17. Elaboration will depend upon the work and conceptualization of the groups.

NUMBER: D-24 TITLE: INDIVIDUAL ANALYSIS OF GOALS - SURVEY

Objective: To analyze an individual's perceptions of himself: his immediate role(s), his expectations for the future, his plans for achieving his goals.

Population: Any members of Follow-Through

Estimated Time Required: 1½ hours if entire survey is done

PLANNING FOR LIVING
(attached)

PLANNING FOR LIVING[1]

Introduction

America is not a traditionalist or fatalist society, yet most of us as individuals often act as though we think the future is something that happens to us, rather than as something we create every day. The emphasis of psychology on how childhood experience determines later adult behavior, coupled with the fact that most of us accumulate obligations as we go through life, leads many people to explain their current activities in terms of where they have been rather than in terms of where they are going. Because it is over, the past is unmanageable. Because it has not happened, the future is manageable. The following exercises are designed to help you think about where you are, where you want to go and what resources you have for getting there.

1. Life line. Using the lower half of this sheet of paper, draw a line to represent your life line, and put a check mark on it to show where you are on it right now. The line can be straight, slanted, curved, convoluted, jagged, etc.; it can be "psychological" or "chronological". It's a subjective thing -- it represents something about how you think about your life. After you've drawn it, share what it means to you with others in your group.

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[1] This design was developed by Herbert A. Shepard.

2. Who am I? This exercise is to explore the check mark on your life line. Write ten different answers to the question "Who am I?" in the space provided below. You may choose to answer in terms of the roles and responsibilities you have in life, in terms of groups you belong to and beliefs you hold, in terms of certain qualities or traits you have as a person, in terms of behavior patterns, needs or feelings that are characteristic of you, etc. Try to list those things which are really important to your sense of yourself: Things that, if you lost them, would make a radical difference to your identity and the meaning of life for you.

(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	

3. Identity Review. Consider each item in your list of "Who am I's" separately. Try to imagine, try to feel, how it would be if that item were no longer true of you. (For example, if "husband" or "wife" is one of the items, what would the loss of your spouse mean to you? How would you feel? What would you do? What would your life be like?) After reviewing each item in this way, rank-order the items in the list by putting a number in the box to the right of each item. Put "1" beside the item which is most essential to your sense of yourself, whose loss would require the greatest struggle to adjust to. Put "10" beside the item which is least essential to your sense of yourself. Try to rank-order all items in this way, without any items tying for first place, second place, third place, etc. If some items in your list are aspects of you that you dislike and would like to be rid of, they don't necessarily fall in the lower end of the rank order. The question for rank-ordering is how big would the adjustment struggle be if you lost that item. Some aspects of yourself that you dislike might be very hard to give up!

4. Sharing. Share the experience you've had privately with the Who Am I? and Identity Review exercises with the rest of your group. No one should be forced to share their list, and no one can be forced to share all the thoughts and feelings that occurred, but be as open as you can. If you're willing to share your list, take the initiative and share it with the others, invite their comments and questions, invite comparison with others.

5. Eulogy. Through the above exercises, you've explored the check mark on your life line. This exercise is to explore the future end of the life time. The task is to write the eulogy that you wish it would be possible and realistic to have delivered about you at your funeral. Don't write the eulogy that could realistically be delivered if you died tomorrow, unless that represents all you want to be in the future. So give yourself time, hope and even allow yourself some fantasy and wishful thinking, in composing a eulogy to your life. As in Who Am I? , this exercise requires reflection, silence, being alone with yourself. Don't share with others until you've written all all you can.

   Use the rest of this sheet and the back if necessary to write your eulogy.

6. Fantasy Day. Having explored the check mark and the future end of the life line, now sample the space in between. To do this, construct a fantasy day sometime in the future. The day can be a "special day" that you would really love to experience. Or it can be the kind of "typical day" that you really wish would characterize your life. Or you can create a week instead of a day, etc. The important thing is to create an experience you really want some time in the future.

   You may find it helpful to make notes about your fantasy day. If so, use the space below for that purpose. Or you may find it works better to just close your eyes and let your imagination roam.

   When you're finished, share your fantasy with the rest of the group.

7. Life Inventory. In this exercise you generate as many answers as you can to a list of seven questions about your values and the resources you have for realizing those values. The seven questions are listed on the next two pages.

   A good procedure for constructing your Life Inventory is as follows: First, take a few minutes alone to write down as many answers to the seven questions as they come to mind, quickly and without thinking too deeply. In fact, the more spontaneous you can let yourself be, the better. Second, compare the answers generated by you and the other members of the group. This may suggest additional answers, to be added to your own list. Third, use the other group members as consultants to take a more searching look at your life inventory, to help discover still more answers.

A. When do I feel fully alive? What things, events, activities, etc. make me feel that life is really worth living, that it's great to be me and to be alive?

B. What do I do well? What have I to contribute to the life of others; of what skills do I have mastery; what do I do well for my own growth and well-being?

C. Given my current situation and given my aspirations, what do I need to learn to do?

D. What wishes should I be turning into plans? Any dreams I've discarded as "unrealistic" that I should start dreaming again?

E. What under-developed or misused resources do I have? Resources might be material things or talents or friends, etc.

F. What should I start doing now?

G. What should I stop doing now?

NUMBER: D-25 TITLE: EMPATHY EXERCISE

Objective: To improve the group process by measuring the empathy group members have for each other

Population: Any group in Follow-Through that has been working together on a task

Estimated Time Required: 30 minutes

Description of Activity:

1. Stop the group from working on its regular task about 30 minutes before it is time to adjourn.
2. Give each member a copy of the observation sheet and ask that it be completed immediately.
3. Have one person tally the responses on newsprint as group members call out their responses. Take an average of the estimates given for the B questions.
4. Each person may calculate his error score by finding the difference between his answer and the average estimate of the group. The error score is his measure of empathy: the lower the score, the greater the empathy.
5. Groups may discuss data (e.g. areas of greatest agrement, disagreement).

OBSERVATION SHEET

(Leave the Error Column blank)

	A	B	Error
1. A. Were you satisfied with the performance of the group? B. How many of the members would you say were satisfied with the performance of the group?			
2. A. Would it have been helpful if the less talkative members had expressed their opinions more readily? B. How many members of the group will agree?			
3. A. Do you feel the discussion was dominated by two or three members? B. How many will agree?			
4. A. Did you have any feelings of irritation during the discussion? B. How many members will say they did?			
5. A. Did you have the opportunity to talk as often as you wished to? B. How many will say the same?			

NUMBER: D-26 TITLE: BEHAVIOR STYLES EXERCISE

Objective: To become aware of, and sensitive to, the different behavior styles of people

Population: Any Follow-Through members

Estimated Time Required: 1 hour

Description of Activity:

1. Session should begin with an input on behavior styles. The following points should be covered.

   Much of the work we do in life requires collaboration with others.

   People always have reasons for acting the way they do--if they are noisy, they may be bored, frustrated, tense; if they don't pay attention, perhaps they don't understand; if they don't participate, it might be because other people seem to do a better job or work faster.

   When we understand each other better we can work together more efficiently and with more enjoyment. To achieve that understanding, we have to work with the attitude that each person has reasons for the way he acts, whether we like that way or not.

2. Break participants into small groups. Have them list on newsprint a list of opposite behavior styles.

3. Have the participants choose one of the pair-categories to discuss and divide themselves into two groups on the basis of its two dimensions.

4. Rearrange the two groups into two circles--an inner and outer circle.

5. Ask the inner group to discuss why they act as they do, making sure that each member discusses his own behavior and not the behavior of the group. After everyone has had a chance to express himself, ask the group to discuss how they feel about those who behave the opposite way. The outer group listens in silence.

6. At the end of the second discussion, have the groups switch places and repeat the process.

NUMBER: D-27 TITLE: LIFE GOALS EXERCISE

Objective: To collect data concerning life goals by having respondents rank-order eleven stated goals for themself and for each group member

Population: Members of a work group in Follow-Through

Estimated Time Required: 30 minutes

LIFE GOALS EXERCISE

Procedure: Exercise Life Goals requests participants to rank the importance of 11 life goals to themselves and to each of the other participants in their small group. Those goals include:

a. Leadership: To become an influential leader; to organize and control others to achieve community or group goals.

b. Expertness: To become an authority on a special subject; to persevere to reach a hoped for expert level of skill and accomplishment.

c. Prestige: To become well-known, to obtain recognition, awards, or high social status.

d. Service: To contribute to the satisfaction of others; to be helpful to others who need it.

e. Wealth: To earn a great deal of money; to build up a large financial estate.

f. Independence: To have the opportunity for freedom of thought and action; to be one's own boss.

g. Affection: To obtain and share companionship and affection through immediate family and friends.

h. Security: To achieve a secure and stable position in work and financial situations.

i. Self-realization: To optimize personal development; to realize one's full creative and innovative potential.

j. Duty: To dedicate oneself totally to the pursuit of ultimate values, ideals, and principals.

k. Pleasure: To enjoy life, to be happy and content, to have the good things in life.

THREE MOST IMPORTANT LIFE GOALS ACCORDING TO SELF RATINGS IN STUDY GROUP

	(1)	(2)	(3)	Total: First, Second or Third
a. Leadership				
b. Expertness				
c. Prestige				
d. Service				
e. Wealth				
f. Independence				
g. Affection				
h. Security				
i. Self-realization				
j. Duty				
k. Pleasure				

NUMBER: D-28 TITLE: ANALYZING GROUP RELATIONSHIPS QUESTIONNAIRE

Objective: To analyze group relationships and influence using a questionnaire of name fill-ins

Population: Members of a work group in Follow-Through

Estimated Time Required: 20 minutes

ANALYZING GROUP RELATIONSHIPS

List the name of a member of your work group in each of the following:

1. The most influential in group decisions ____________
2. The next most influential in group decisions _______
3. The least influential in group decisions ___________
4. The person you influence the most _________________
5. The person you influence the least ________________
6. The person who influences you the most ____________
7. The person who influences you the least ___________
8. The person from whom you most often seek advice or assistance ____________
9. The person most likely to offer original ideas and imaginative or unusual ways of looking at things ____________
10. The person most likely to express his ideas and feelings openly and fully ____________
11. The person most likely to be guarded or restrictive in his communication with others ____________
12. The person most likely to listen to and make an effort to understand the ideas and contributions of others ____________

NUMBER: D-29 TITLE: PERCEPTIONS OF SELF AND GROUP MEMBERS - SURVEY QUESTIONNAIRE

Objective: To record self-perceptions of the individual as he reacts with and to other individuals and groups

Population: Any members of Follow-Through

Estimated Time Required: 30 minutes

PERCEPTION SURVEY

Please describe as accurately as possible your self-perceptions for each of the following:

1. What is your usual way of letting others know you care - that you like them?

2. How do you typically handle your feelings of anger and resentment?

3. What do you tend to do when you feel misunderstood in a group?

4. What do you generally do when you receive criticism or "hurt" from other people?

5. What do you ordinarily do when you feel frightened or threatened in a group?

6. What do you tend to do when someone suggests changes in the plans you have made?

7. How do you handle competition in relationships?

8. What do you do when someone praises or compliments you in a group?

9. What do you typically do when someone lets you know that they care for or like you?

10. What does it mean to you when you get strong support from a group?

SECTION E:

EVALUATION

SECTION E:

EVALUATION

E-1 Meeting Evaluation - Rating Scales

E-2 What Happened in the Session?

E-3 End-of-Meeting Evaluation Sheet

E-4 Post-Meeting Evaluation

NUMBER: E-1 TITLE: MEETING EVALUATION - RATING SCALES

1. How good was the quality of thinking about the assignment?
    (a.) worst possible
    (b.) moderately bad
    (c.) about equally good and bad
    (d.) moderately good
    (e.) best possible

2. How much responsibility for contributions did you feel?
    (a.) complete lack of responsibility
    (b.) a moderate lack of responsibility
    (c.) neither responsibility nor lack of responsibility
    (d.) moderate responsibility
    (e.) complete responsibility

3. How creative was the thinking underlying the decision or situation?
    (a.) completely uncreative, conventional, routine
    (b.) moderately uncreative
    (c.) about as creative as uncreative
    (d.) moderately creative
    (e.) completely creative, novel or original

4. To what extent was the discussion based on winning own points or based on considering the merits of issues?
    (a.) completely on a "win own points" basis
    (b.) moderately out to "win own points"
    (c.) about equal between considering merits of issues and "winning own points"
    (d.) moderately considering merits of issues
    (e.) completely considering merits of issues

5. What was the underlying feelings towards ideas, opinions, and attitudes?
    (a.) ideas, opinions and attitudes completely disregarded and ignored
    (b.) disregarded quite a bit
    (c.) respected as much as disregarded
    (d.) respected quite a bit
    (e.) completely respected, examined and considered

6. How committed were you to the outcome of the discussion?

(a.) completely uncommitted
(b.) moderately uncommitted
(c.) neither committed nor uncommitted
(d.) moderately committed
(e.) completely committed

NUMBER: E-2 TITLE: WHAT HAPPENED IN THE SESSION?

1. What was the general atmosphere in the group?
   a. Formal ______ Informal ______
   b. Competitive ______ Cooperative ______
   c. Hostile ______ Supportive ______

   Comments: ______

2. Quantity and quality of work accomplished:
   a. Accomplishment: High ____ Low ____
   b. Quality of Production: High ____ Low ____
   c. Goals: High ____ Low ____
   d. Methods: High ____ Low ____

   Comments: ______

3. Leadership Behavior:
   a. Attentive to group needs ____
      Concerned with only topic ____
   b. Supported others ____
      Took sides ____
   c. Dominated group ____
      Helped group ____

   Comments: ______

4. Participation:
   a. Most people talked ____ Only a few talked ____
   b. Members involved ____ Members apathetic ____
   c. Group united ____ Group divided ____

   Comments: ______

NUMBER: E-3 TITLE: END-OF-MEETING EVALUATION SHEET

1. How helpful did you find today's meeting? (check one)
   a.) of no help or value ___
   b.) of little help or value ___
   c.) of some help or value ___
   d.) quite helpful or valuable ___
   e.) very helpful or valuable ___

2. What things were most helpful or valuable in this meeting?

3. What things were least helpful or valuable in this meeting?

4. What things would you like changed in future meetings?

NUMBER: E-4 TITLE: POST-MEETING REACTION

1. How clear was the task or problem to the group?

1	2	3	4	5
quite clear		some confusion		completely clear

2. How much was done in providing ideas and initiating new approaches?

1	2	3	4	5
too little		about right		too much

3. How well did the group use its resources?

1	2	3	4	5
very poorly		somewhat		very well

4. How clear was the communication among members during the discussion?

1	2	3	4	5
quite unclear		some confusion		quite clear

5. How much attention was given to differences in feelings among members?

1	2	3	4	5
too little		about right		too much

6. With the decision we have made, I am

1	2	3	4	5
in complete disagreement		dissatisfied but will accept		in complete agreement

7. With the decision we have made, I believe others in the group to be

1	2	3	4	5
in complete disagreement		dissatisfied but will accept		in complete agreement

APPENDIX E

REPORT ON THE DATA VERIFICATION AND UTILIZATION SESSION

FT. WORTH, TEXAS

REPORT ON THE
DATA VERIFICATION AND UTILIZATION SESSION
PROJECT FOLLOW-THROUGH
FT. WORTH, TEXAS

February 17, 1971

REPORT ON THE
DATA VERIFICATION AND UTILIZATION SESSION
FT. WORTH, TEXAS

After having involved Project Follow-Through staff members, teachers, administrators, community leaders, and outside consultants in a series of data-gathering sessions last April (1970) around a variety of support system variables, it was decided to invite these same people to a "data verification and utilization session." In addition to meeting a professional obligation to feed back to the school system some of the results of the study, it appeared that such a session would also provide an opportunity to verify the accuracy or representativeness of the data: and, even more important, to assist the participants to engage in some interpretive discussion and derivation of implications for action. A further purpose was to explore the potentiality of the Ft. Worth Follow-Through project involvement in the next phase of the NTL Institute exploration of ways of strengthening the support system.

Pre-Planning

Data about support system variables which were gathered during the group interviews were tabulated, coded, and reviewed. Major support system issues or problems were identified, and specific data were grouped under these problem headings.

Six such areas evolved from the Ft. Worth data:

1. Parent involvement in Follow-Through
2. Communication with others
3. The role of "outsiders"
4. In-staff communication and influence
5. Need for personal and professional growth
6. Role of Follow-Through in elementary education in our district

A discussion guide was prepared on each of these six areas for the feedback session, posing the problem area, reproducing relevant data, and listing illustrative comments drawn from the interviews. (See Appendix for copies of these discussion guides.)

Meanwhile, the Project Director in Ft. Worth, Mrs. Louise Emmett, made arrangements for the feedback session, sending invitations to all those who had participated in the original data collection interviews. Where these persons were no longer available, it was arranged for substitutes occupying similar roles to attend.

On February 17, during the hour preceding the opening of the session, Robert Fox and Margaret James from the NTL project staff and Mrs. Emmett had the opportunity to check on the design of the session, and work out last minute arrangements.

Attendance

About half of the original group of participants attended the feedback session, although additional people representing most of the roles for which the original person was unavailable, raised the number of participants to 26:

Follow-Through Project Director	Mrs. Louise Emmett
Principals	Mike Glenn J. D. Ship
Coordinator, Career Opportunities Program	Rachel Johnson
Instructional Aides	Mary DeLeon Annie Bell Hodge
Teachers	Venita Millican Norma Clayton Rolena Carter
Community representative	Dolores Sifuentes
Parent Coordinator	Della Sandifer
PAC Members	Dorothy Holland Ruth Homer Elinda Palido Leonora Serrano Eddie Ruth Smith Charlesetta Robinson Lillie Pearl Moffett L. O. Toomer
PAC Chairman	Adell Morehouse
Follow-Through mother	Angela Espinoza
Follow-Through father	L. O. Toomer
Program assistants	Evelene Jones Carolyn Bunnell
Home-School Coordinator	Margaret Milling

Design of the Session

9:00 - 9:15 Introduction

Welcome. Review of previous data collection sessions. Review of purposes of the project. Clarification of "support system" concept. Brief look at possible resources for support of next steps through continued affiliation with the NTL project.

Objectives for this session:

1) Feedback to original participants in data collection activities.
2) Opportunity to verify or add to the data. Clarification of meaning.
3) Identify issues or problems which the data show are important.
4) Derive implications. Suggestions for next steps. Determine priorities.
5) Discuss values of continued affiliation with NTL Project.

9:15 - 10:00 Work Groups

Participants were divided into three work groups around the following topics:

1) Communication with Others
2) Parent Involvement in Follow-Through
3) The Role of Follow-Through in Elementary Education in Our District

Each group was advised, first, to review the data as presented in the feedback sheets. Then discussion focused around three questions which appeared on a discussion guide duplicated for each person:

1) Ask yourselves: Do the data presented actually reflect the way things are? In what respects is the situation different from the impression given by the data?
2) Draw some implications. What are the underlying issues? What are the problems that need to be worked on?
3) Make recommendations. What can be done to help? What specific activities or actions can be suggested? What next steps can be recommended?

Recorder-reporters were furnished a recorder's blank with the above questions listed. They were asked to keep notes on the three topics to share with other particiapnts in a general session. An additional recorder was designated to place the list of recommendations on newsprint. These were posted for the general session to review.

10:00 - 10:15 Coffee

10:15 - 11:00 General Discussion

Reports from each group. Quick overview of the problem area and of the data which had been reviewed by the work group. Presentation of list of issues or problems, and recommendations for dealing with them.

Discussion of total group for clarification and to further explore the problem.

11:00 - 12:00 Work Groups

Participants were re-grouped to work on the three remaining issues:

1) In-Staff Communication and Influence
2) Need for Personal and Professional Growth
3) The Role of Outsider

12:00 - 1:00 Lunch

1:00 - 1:45 General Discussion

Reports from each group. Posting of recommendations. Discussion for clarification.

1:45 - 3:00 Determining Priorities and Next Steps

Recommendations from all six groups were numbered consecutively. Participants were asked to form pairs. Each pair examined the list of recommendations and jointly agreed upon a rank ordered list of the top six.

A weighted score was computed (6 for 1st choices 5 for 2nd choices, etc.). The priorities which resulted were reported to the group and discussed.

In the light of these priorities, Miss James conducted a brief discussion of the potential resources for working on the priorities and other problems which might evolve through a continued relationship to the NTL project.

Some Points from the Work Group Discussions

1. Communication with Others

The data are essentially accurate. We feel there is a need to reach out more to the other parts of the school system. First we need to involve and inform other teachers in the same buildings in which Follow-Through programs are located. We disagree that we have little formal community leadership participation. We feel that lack of communication is not as great this year as it has been in the past.

Issues: We feel that the real issue is that if more people know about the Follow-Through program, the program would be extended.

Recommendations:

1) Have information and booklets available to all people in the community. Send Follow-Through newsletters to all school families.

2) Inform all people--begin with teachers in Follow-Through buildings.

3) Besides getting more people involved, we also recommend getting ourselves even more involved than we are now.

4) Involve news media to inform all the public.

5) Print booklet for parents--in English and Spanish.

2. The Need for Personal and Professional Growth

The data were probably accurate at the time of the interview, but many things have changed: F-T has gained in importance among the special projects in this area. Tradition and fear of change is the biggest resisting force. Aides have been given additonal time for planning (in response to one of the needs identified in the data). We do not agree with the comments of those who say F-T will die if funding is reduced. An additional supporting force for the F-T program is other teachers outside the program.

Issues: A plan for screening teachers needs to be devised so as to get proper personnel in the classroom with positive attitudes. Those working with children in the classroom should take their cues from the children.

Recommendations:

1) Develop screening procedures for aides and teachers which includes a variety of sources of information and judgment.

2) Further improvement should be made in the area of transportation for those interested in working with Follow-Through

3) Seek ways of making more space available to the parents for their parent meetings and for storage.

3. The Role of Outsiders

We don't even know who the general consultant is! do we have one? The data may be inaccurate, for we responded as though we knew him and thought he had a lot of influence!

Issues: Examine the relationship of the model and the Ft. Worth program. Is our relationship with the Sponsor as fruitful as it might be? There is need for more communication between F-T and the "outside" resources.

Recommendations:

1) Care needs to be taken in selection of 4th level teachers so that they can carry on the essentials of F-T programs.

2) Identify what is unique about F-T that would be of value to retain in the regular program.

3) There is need to conduct workshops to instill in teachers of the regular program some of the objectives of the F-T program.

4) Explore ways of influencing the U.S. Office of Education in expanding or altering the economic guidelines (designating a total school building as eligible on the basis of the poverty level of the community; don't insist on getting data from individual families--it creates embarrassment and promotes dishonesty in declaration of income level.

5) The biggest need for outside help is in diagnosing the problem of teacher-parent relationships.

6) Teachers should be released from the classroom on a rotational basis, perhaps, to attend weekly parent meetings to make opportunity for unthreatened communication.

4. In-Staff Communication and Influence

Not all roles identified in the influence data exist in Ft. Worth. There are other roles that need to be on the list. To get better data, we might ask the question in terms of specific kinds of decisions or areas of influence.

Issues: The need for improved communication between the PAC and teachers might be worth exploration. In Ft. Worth, we need to look at the data from the standpoint of the building, as well as for the whole system. There is a problem of staff work load; improved communication with parents could be effected if more time were available. The PAC and parents of F-T children are not much aware of the role and influence of the Sponsor.

Recommendations:

1) Gather additional influence data, using actual roles in Ft. Worth.

2) Compare our system with other systems to gain perspective.

3) Gather data about particular building situations.

4) Need to explore ways of improving communication with U.S.O.E.

5. Role of Follow-Through in Elementary Education in Our District

We agree with most of the objectives for F-T listed by various participants. We question "extending the school day"; we weren't aware that our F-T program did so. More emphasis should be placed on the school as coordinator of community and F-T services to pupil and family. We feel that there should be added, "Help child get along with other children," to the list of objectives.

Implications and Issues: An outstanding feature of our program is parent involvement. Those outside the program are not well enough informed about our program.

Recommendation: Continue and extend to all school levels and all school children.

6. Parent Involvement in Follow-Through

The data are accurate as far as they go.

Implications: We need more meetings because the facts point to the need for us to work on improving communication.

Recommendations:

1) Hold parent-teacher workshops (to help teachers see the role of the parent).

2) Develop a family and/or personal counseling service.

3) Hold informal meetings to discuss concerns. For example, continuation of parent visitation program, or intensive effort to involve more fathers.

Priority Recommendations

Following the reporting of their recommendations from each of the work groups, pairs of participants had the opportunity to examine all the various recommendations, posted before them on newsprint, and to assign priorities to the top six. Through a summarization of these priority recommendations the following rank-ordered list was developed for consideration by the project staff and the Policy Advisory Committee:

Recommendations

Priority		Weighted Score
1.	Hold parent-teacher workshops. (Help teachers to see the role of parent involvement.)	26
2.	Identify what is unique about Follow-Through that is of value to be retained in the regular program.	20
3.	Continue and extend Follow-Through to all school levels and all school children.	19
4.	Inform all people--begin with teachers in Follow-Through buildings.	18
5.	Have information and booklets available to all people in the community. Send newsletter to all school families.	14
6.	Teachers should be required to participate in parent meetings.	12
7.	Care needs to be taken in selection of 4th level teachers so that they can carry on the essentials of Follow-Through programs.	11
8.	The biggest need for outside help is in diagnosing the problems of teacher-parent relationship.	9
9.	Hold informal meetings to discuss concerns. For example, a) continuation of parent visitation program, or b) intensive effort to involve more fathers.	8
10.	Involve news media to inform the public.	8
11.	Further improvement should be made in the area of transportation for those interested in working with Follow-Through.	7
12.	Explore ways of influencing the U.S. Office of Education in expanding or altering the economic guidelines.	7
13.	Besides getting more people involved we also recommend getting ourselves even more involved than we are now.	7
14.	Develop a family and/or personal counseling service.	7
15.	Gather more data about a particular building situation (e.g. the principal, staff, parents, of a particular Follow-Through program at the building level.)	5

Priority	Weighted Score
16. Need outside help in diagnosing problems of parent teacher relationship.	5
17. Develop screening procedure for aides and teachers which includes a variety of sources of information and judgment. (Announcement of new criteria for personnel selection made at time of selecting priorities)	4
18. Seek ways of making more space available to the parents for their parent meetings and for storage.	4
19. Teachers hould be released from the classroom for parent relationships.	0
20. Gather more information about the parent-teacher relationship school by school, since there may be community differences.	0
21. Gather additional data on the roles (using actual job titles) currently involved in the Ft. Worth Follow-Through project.	0
22. Compare data from other Follow-Through systems with Ft. Worth to give us a better perspective.	0
23. We need to explore ways of improving our communication with the U.S. Office of Education.	0

Post Meeting Reactions

It was agreed that excellent participation in the discussion was achieved. There seemed to be very little to distinguish between the participation of parents, PAC members, staff members or school personnel outside the Follow-Through project. Participants said they were pleased to have an opportunity to think together about the Follow-Through program. They were especially appreciative of having a chance to share in the results of the study to which they had contributed.

The group indicated their firm support for a continuation of the involvement of Ft. Worth with the NTL project, should that opportunity be available. Mrs. Emmett, Ft. Worth project director, and Miss James, Field Coordinator for the current NTL project, planned to meet the following morning to explore the possibility of continuation.

APPENDIX TO FT. WORTH
DATA VERIFICATION AND UTILIZATION SESSION

a. Discussion Guide
b. Recorder's Report Form
c. Data Feedback Sheets
    - --Role of Follow-Through in Elementary Education in our District
    - --Rating of Extent of Information about Follow-Through
    - --Parent Involvement in Follow-Through
    - --In-staff Communication and Influence
    - --Involvement and Communication with Persons Outside the F-T Staff
    - --The Role of Outsiders
    - --Need for Personal and Professional Growth
    - --The Future of Follow-Through in Ft. Worth, Texas

Follow-Through Support System Study

DISCUSSION GUIDE

1. Ask yourselves: "Do the data presented actually reflect the way things are? In which respects is the situation different, in our judgment, from the impression given by the data?

2. Draw some implications. What are the underlying issues? What are some of the problems that need to be worked on?

3. Make recommendations. What can be done to help? What specific activities or actions could be suggested?

Follow-Through Support System Study

RECORDER'S REPORT - GROUP DISCUSSION

Our problem area: ______________________________

____

1. Ideas about the accuracy of the data:

2. Implications and/or underlying issues:

3. Recommendations:

Follow-Through Support System Study
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ROLE OF FOLLOW-THROUGH IN ELEMENTARY EDUCATION IN OUR DISTRICT

1. What are some of the services and features of Follow-Through that we think are important?

	Number of Persons Who Mentioned it
Groups Served -	
Sustain benefits of Head Start	2
For low income families and their children	2
For children who are not at the same level of maturity and understanding as peers	1
Physical Organizational Characteristics -	
Adult-pupil ratio reduced (smaller classes, teacher aides, floating teachers, etc.)	3
More time for child in the classroom, extended school day; extension of kindergarten	1
More equipment and materials available	1
School serves as coordinator of community resources for each Follow-Through pupil and his family	0
Model for what all early education should be	1
Schoolroom Climate Programs -	
More individual attention	5
Help child develop his academic potential so he can compete	3
Give child positive view of self; help him establish his identity; overcome shyness	3
Teaching of Spanish	0
Enrich school programs	0
Master basic reading skills	2
Overcome language barrier	1
Provide background information and concepts	1
Provide emotional help to child	0
Active learning, examining, seeking; more field trips	4
Help child relax	3
Help child get along with other children	0
Concern for all factors which affect a child and his learning	5
Other Services -	
Medical, dental and other health services	4
Nutrition - lunches	1
Psychological services	1
Social work services	1

Parent Involvement -

Parents more involved in their child's education (e.g. classroom observers, participants, aides; role in decision-making)	10
Bridge a gap between home and school	0

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RATING OF EXTENT OF INFORMATION ABOUT FOLLOW-THROUGH

Following each group interview session, the interviewer rated each participant on a continuum scale regarding the extent of information about Follow-Through which he appeared to have.

Well-Informed:

Follow-Through teachers (2)
Program assistant
Follow-Through Principal
Follow-Through Director
Curriculum coordinator

Somewhat Informed:

Parent-Home coordinator
Non Follow-Through teachers (2)
PAC Chairman
Community CAA
Medical representative
Assistant Superintendent for Instruction
Follow-Through teacher
Follow-Through Principal
Federal Program administrator

Not Informed:

Follow-Through parents (2)
Non Follow-Through parents (2)
PAC member
PTA representative
Volunteer parent aide
Follow-Through teacher aide
Representative from Teachers' Organization
Poverty parent with older child ineligible for FT
State Department officer
Welfare representative
School-Community leader
Non Follow-Through teacher

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PARENT INVOLVEMENT IN FOLLOW-THROUGH

One objective of the Follow-Through program is the involvement of parents in program policy making and in program operation. Some questions arising from this objective are:

1. To what degree has there been parent involvement in Follow-Through?

Those responding to the question, "What do you think are the chief characteristics of the model you are trying to implement?" frequently include parent involvement.

Those asked to fantasize the program characteristics which will please them one year from the time of the questionnaire include increased parent participation.

> "Parent interest will increase."
>
> "We have parents working in the classroom."
>
> "The parents will be more acquainted with the program."
>
> "More parents participating."

The influence data indicate that parents' influence on the program should be greater than it is seen to be presently. (see charts)

2. Has parent involvement been a positive and/or beneficial aspect of Follow-Through?

Two responses from parents indicate their satisfaction with their own involvement in the program.

> "I like to work in the class and take trips with the children."
>
> "Follow-Through has so many wonderful things for me and my children."

One respondent, indicating what changes need to be made if fantasies are to come true, cited parent involvement which enabled parents "to learn of the progress of their children and to cooperate with the teachers in any way possible."

Respondents indicating needed changes in the program include parent involvement among their concerns, and overall, the data suggest that such involvement is desirable and beneficial.

> "Parents have to be more involved."
>
> "We will have more parents involved in the program in the future."
>
> "Without the help of parents, Follow-Through will not be as strong as it should be."

3. How could parent involvement be improved?

In general, the data indicate the need for more parent participation in the Follow-Through program. Several specific suggestions include:

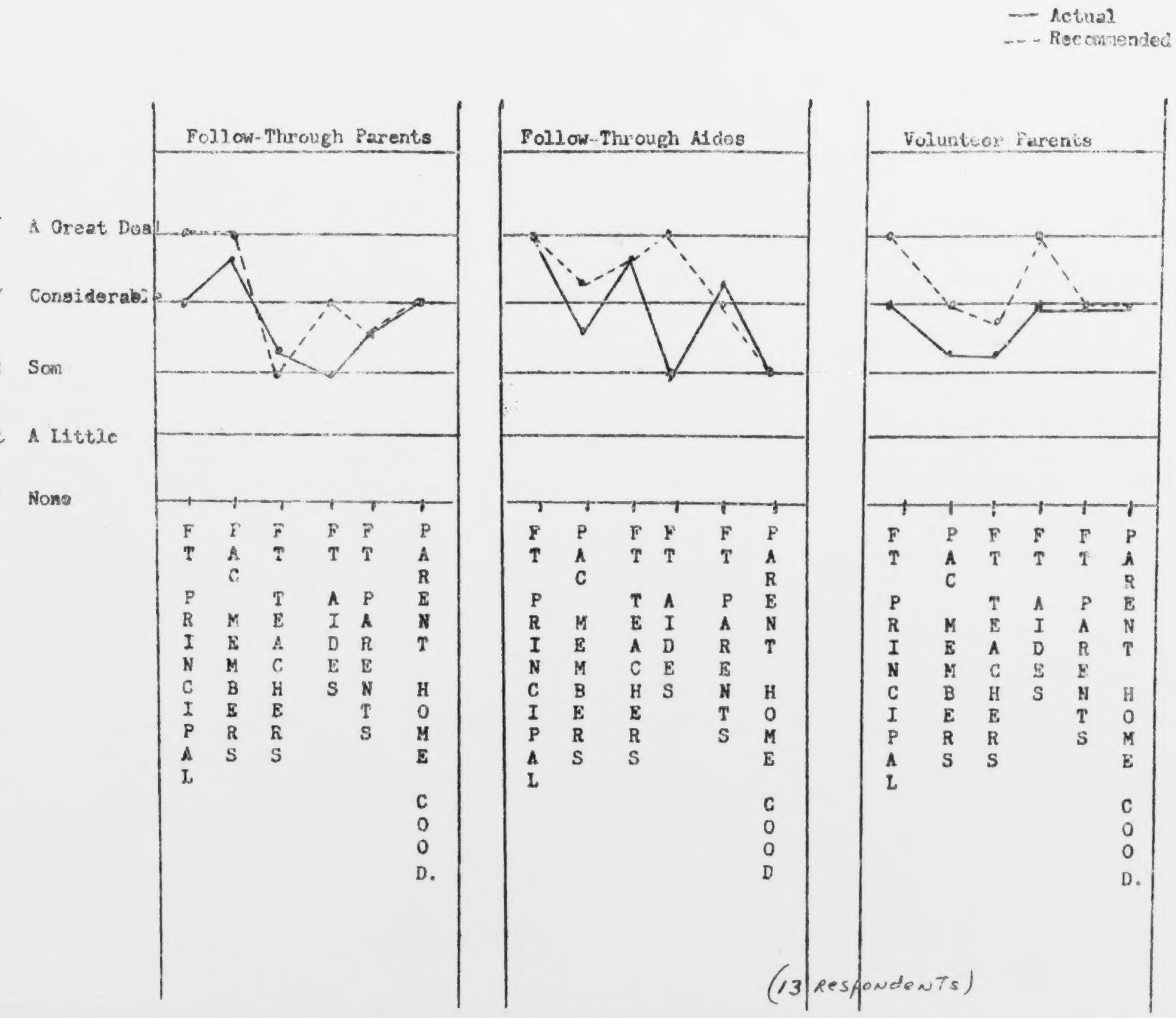
> "Parents need to feel welcome in the school, any time, anyday."
>
> "More parental involvement through better communication."
>
> "There is a need to explain the program more effectively to parents."
>
> "Involve more fathers in the program."
>
> "Set up night meetings so fathers can attend."
>
> "I see parents making important decisions concerning the educational process."
>
> "Getting more parents to attend class sessions."

4. The Joint Recommendation task yielded the following suggestions:

a. Instruction should be given parents on nutrition and other health programs
b. More effort should be expended to involve fathers in the Follow-Through program

c. More visits to homes of children in Follow-Through

INDIVIDUALS AND GROUPS VIEW THE EXTENT OF PARENT INFLUENCE Ft. Worth



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INVOLVEMENT AND COMMUNICATION WITH PERSONS OUTSIDE OF THE FOLLOW-THROUGH STAFF

1. Is there a need to "reach out" more to other parts of the school system and the community so that they are aware and informed about Follow-Through?

The data indicate a perceived need to reach out (to both the community in general and to specific sub-groups in particular) to "inform", "interest", and "involve" persons in the Follow-Through program.

Persons recommend increases in communication to and between groups--citizens at large, the school district, administrators, parents, teachers, PTA, local agencies, including persons not directly connected with Follow-Through. For example:

> "Inform more people about Follow-Through."
>
> "Make information available to the community and all other personnel in the system."
>
> "People need a better understanding of Follow-Through."

2. What are the goals of improved communication? What are the results likely to be?

a. The data reveal several goals for improved communication and involvement including parental and community "support", "better understanding of the program", and "acceptance" of the program and its goals.

One person states:
"School districts and tax payers have to become more accepting of the values which have been demonstrated."

b. The responses reflect a desire for the extension of Follow-Through to other parts of the school district and school system. For example:

"I would hope Follow-Through would expand and many teachers would desire to participate."

One respondent answering the question, "What do you see yourself doing in Follow-Through two years from now?" said, "Getting more people involved."

Others see the spread of Follow-Through to:
"The total on-going school program."

"All grades in the elementary school program."

Desired results of communication included extension of Follow-Through to areas just mentioned, increased parental involvement, and growing local support.

Further, it was recommended that the opinions of "some administrators, other teachers, parents and the community" need changing.

3. How can better communication and involvement be brought about?

Suggestions listed on the Joint Recommendation task were:

a. more research and dissemination of results to the community

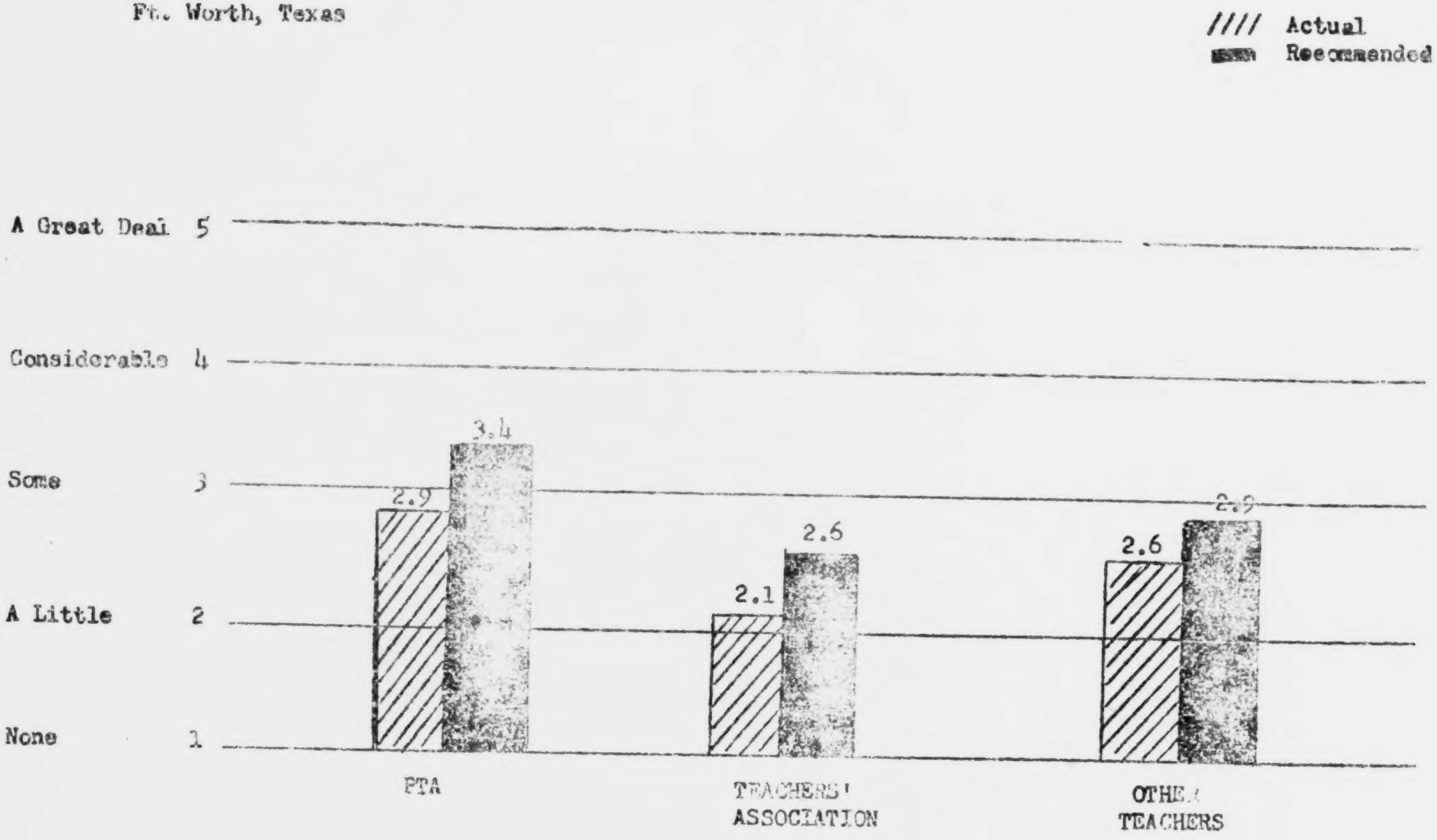
b. better and more complete involvement of parents, community agencies, and others not directly involved in Follow-Through

c. a network of groups working together (including PAC, PTA, CAA, HEW)

The interviews and the data reveal little formal community leadership participation in Follow-Through. Neither the CAA or the regular community welfare agencies felt as if they were involved in making the program work. All group participants expressed a need for better communication to those outside the Follow-Through program.

THE OVERALL MEAN SHOWS THAT THE PTA, TEACHERS' ASSOCIATION AND OTHER TEACHERS SHOULD HAVE MORE INFLUENCE

Ft. Worth, Texas



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IN-STAFF COMMUNICATION AND INFLUENCE

The "Staff" is considered to include: Follow-Through Principal, PAC, Follow-Through teachers and aides, and the Project director.

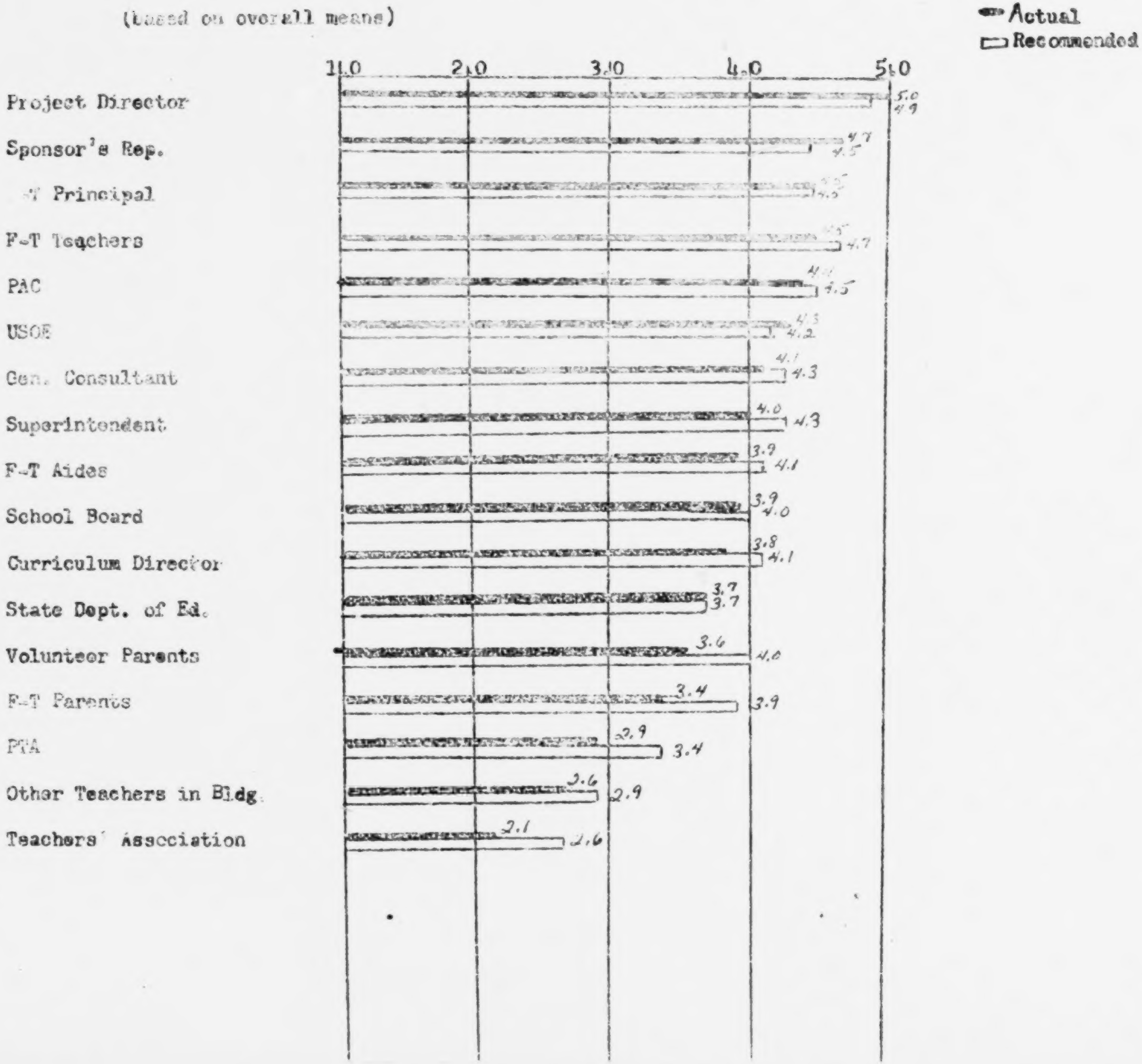
The influence data indicate that influence exercised by the Follow-Through principal is perceived to be the desired level.

The degree of influence exercised by PAC members is seen as less than desirable as is the case with the Follow-Through teachers. The data indicate that the amount of influence exercised by the Project Director is more than desired by the respondents. (see charts)

Ft. Worth

RANK ORDER BY LEVEL OF INFLUENCE A PERSON OR GROUP HAS

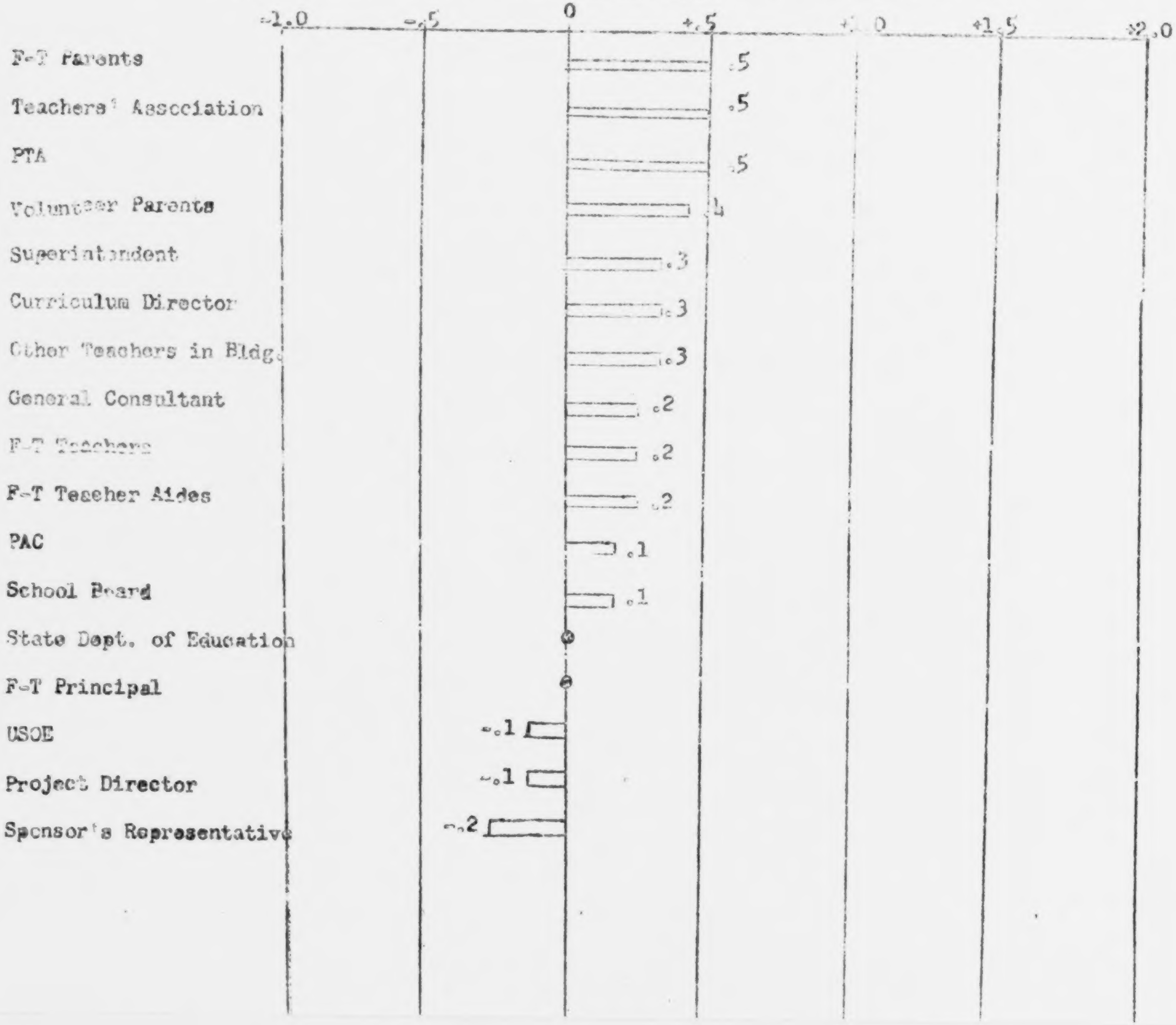
(based on overall means)



Ft. Worth

WHOSE INFLUENCE SHOULD BE INCREASED?

(Discrepancy found by subtracting the level of influence a person or group has from the level he should have. Based on overall means.)



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THE ROLE OF OUTSIDERS

The Follow-Through program is unique in making available to the local school system a considerable variety of outside resources in supporting an innovative change effort. These resources are sometimes seen as helping, supporting, intervening, directing, or controlling. The U.S. Office of Education, the Texas State Department of Education, the general consultant, and the sponsor are all examples of such outside change agents.

1. How do participants in the Fort Worth project feel about the role of such "outsiders"?

The data clearly indicate perceived dependence upon "outside" or federal funding for on-going Follow-Through programs. One respondent saw local support from "educators, businesses and community leaders" related to Federal financing of the program.

If outside financial support were removed or significantly reduced, respondents felt:

> "The program would probably continue with great reductions in money spent for physical welfare."
>
> "The program would slow down considerably."
>
> "The program would lose a lot of its power."

The above are representative of the majority of responses, which predict severe damage to or curtailment of the program in the event of a reduction or stoppage of funding.

Some other observations are pertinent:

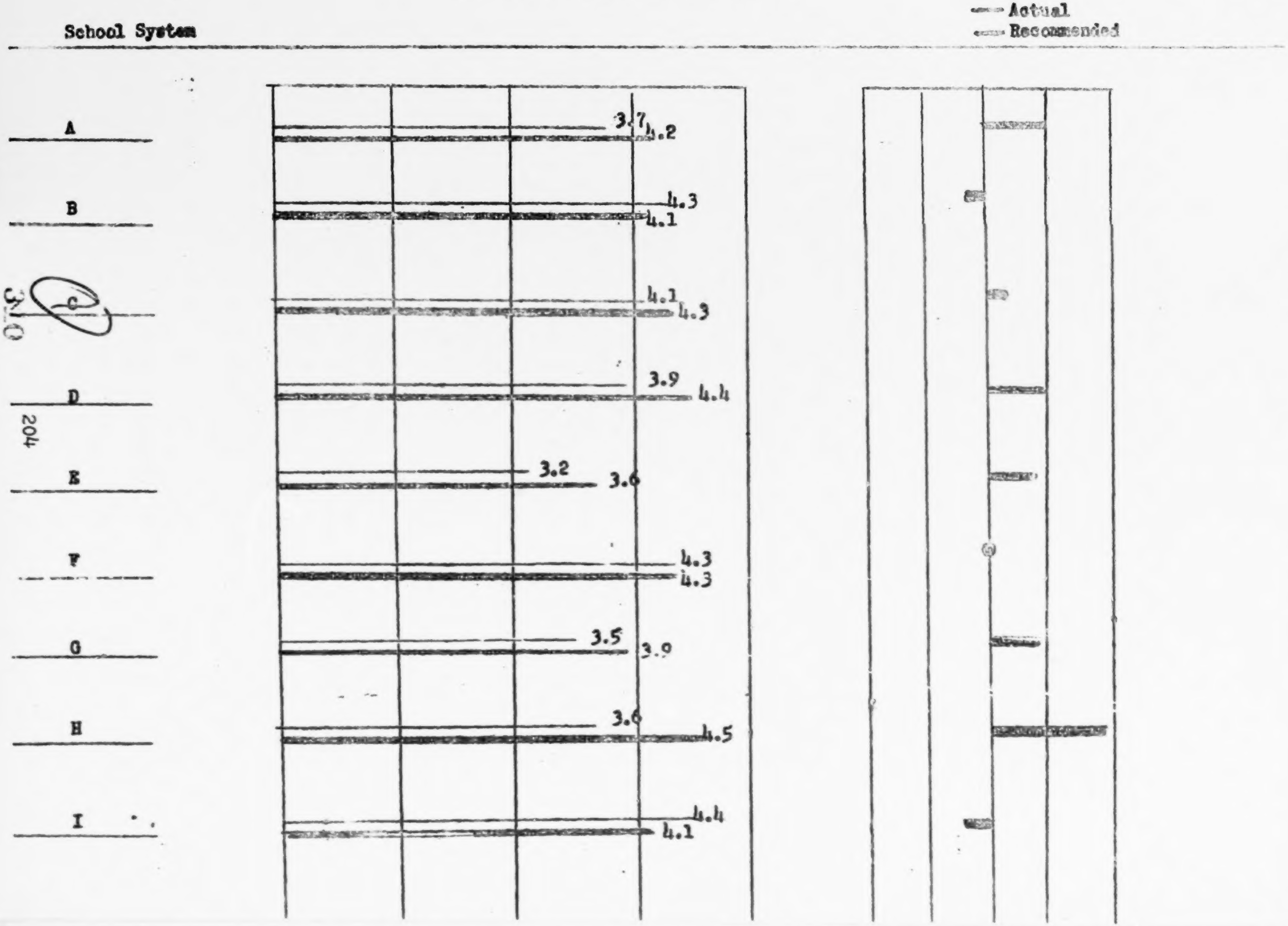
One respondent felt that there was "not enough general interest in the program to stimulate continued support." Another believed the contrary was true, i.e. that the local group could sustain the program.

A small number of respondents indicate that the program personnel had been influenced in the early stages of Follow-Through by one of the following:

Texas Education Association
A University professor
An "outside consultant"
Director of Federal programs
An "instructional clinician"

The influence data reveal that the influence exercised by the sponsor's representative, USOE, and the general consultant should be less than the degree presently perceived. No change in the amount of influence exercised by the State Department of Education was indicated in the data. (see charts)

INFLUENCE OF THE GENERAL CONSULTANT



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NEED FOR PERSONAL AND PROFESSIONAL GROWTH

Respondents indicated several needs for growth and continued development of skills recognized as necessary for improving Follow-Through and achieving its goals. They also suggested various means by which to achieve growth and development.

> Several respondents felt that more teachers will have to change their methods of teaching, incorporating Follow-Through techniques and philosophy. One respondent mentioned that "there are too many people who are convinced there is no other way to teach but drill, drill, drill!"
>
> Some concern was expressed that teachers and parents gain "special skills" to enable them to recognize and respond to the children's "special needs."
>
> Also indicated was a need for a "climate of continuing concern" including "compassion, sympathy, and understanding."
>
> Several respondents argued for continuing efforts to make continuing evaluation a part of the program, emphasizing the need for innovative approaches to the learning-teaching relationship. For example:
>
> > "Evaluate present practices and modify where needed."
> >
> > "Those involved should always be looking for changes, better ways of doing things."
>
> Respondents emphasized the need for parental growth and understanding in dealing with the program and children. Parent-teacher collaboration was stressed:
>
> > "School people must not be afraid to have parents 'join hands' in the educational process."
> >
> > "Some parents have come to realize that parenthood is a profession."
>
> In discussing means to personal and professional growth, respondents mentioned:
>
> > "Workshops for parents, aides, and teachers."
> >
> > "A network of groups, including PAC, PTA, and community agencies, working for the program."
> >
> > "More use of team teaching techniques."
> >
> > "Aides should be given at least 30 minutes additional time for preparation."
> >
> > "Visiting homes of Follow-Through children."
> >
> > "Better teaching materials."

Follow-Through Support System Study
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THE FUTURE OF FOLLOW-THROUGH

1. Where does Project Follow-Through rank in importance among the special projects in our district?

   The administrative group ranked Follow-Through second among ten special projects:

   Title I
   Follow-Through
   Bilingual
   Time to Explore
   Counter Action - Summer Club
   Central Cities
   Teacher Corps
   Sports programs
   Partners in Education
   Head Start

2. What forces (e.g. persons, groups, ideas) do you see as supporting and resisting the progress of Follow-Through?

   The administrative group listed the following forces as supporting and resisting the progress of Follow-Through:

FORCES SUPPORTING	FORCES RESISTING
1. Board of Education	1. Tradition-fear of change and unknown on the part of teachers, principals, consultants
2. Superintendent	
3. Community	2. Funding late in coming
4. Principals	3. Cut in Title I funds
5. Change in attitude about education	4. Lack of information to parents, teachers, administrators
6. Readiness for change	
7. Classroom teacher voicing opinions	
8. Summer institute of sponsor	
9. Reorganization of chain-of-command	

Follow-Through Support System Study
Fort Worth, Texas

3. What changes should take place in order to improve the Follow-Through program in our district?

		Number of Persons Who Mentioned it
1.	More parental involvement	13
2.	Better Communication	9
3.	More community involvement	7
4.	More money	4
5.	More teachers are needed	2
6.	More space-larger rooms and buildings	2
7.	Expand and extend the program	2
8.	Enlarge health program	2
9.	Set up night meetings so fathers can attend	2
10.	More home visits	2
11.	More equipment	2
12.	People accepting the value of the program	1
13.	Improve transportation	1
14.	Attitudes of all concerned could be improved	1
15.	Aides need additional time for preparation	1

4. What do you predict for the future of Follow-Through?

1.	Follow-Through will be more successful	5
2.	Each year Follow-Through will expand	4
3.	More parental involvement	2
4.	Follow-Through will continue to make an impact on educational change	1
5.	Some real good children will want to continue their education	1
6.	More classrooms will be added	1
7.	Improvement of model will occur	1
8.	Better ideas and ways to implement them	1
9.	Federal funds will drop and the program will die	1
10.	Strong support as long as the program is federally funded	1